

Phelps, E. M.

Thesis
1949

The evaluation of a program integrating
the teaching of spelling and reading
in the first formal introduction of
spelling to grade two.



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Thesis

THE EVALUATION OF A PROGRAM
INTEGRATING THE TEACHING OF SPELLING AND READING
IN THE FIRST FORMAL INTRODUCTION OF SPELLING
IN GRADE TWO

Submitted by

Elizabeth M. Phelps

(B.S. in Education, North Adams State Teachers College, 1943)

In Partial Fulfillment of Requirements for the
Degree of Master of Education

1949

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ACKNOWLEDGMENTS

First Reader: Helen A. Murphy, Associate Professor of Education

Second Reader: Donald D. Durrell, Professor of Education

Third Reader: Helen Blair Sullivan, Professor of Education

First Reader: Helen A. Barry, Associate Professor of Education

Second Reader: Donald B. Barry, Professor of Education

Third Reader: Helen Blair Sullivan, Professor of Education

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INTRODUCTION

There are at present children in schools having difficulty in learning to spell.

Research has shown that there may be incidental learning of spelling through reading. The purpose of this study is to develop a program to combine the teaching of words in the daily spelling lesson with those also present in the basal reading text in the first formal introduction of the teaching of spelling.

Work in phonics will be included in order to provide a greater opportunity for transfer of the skills taught in reading.

1. Luther Gilbert, "The Effect of Reading on Spelling in the Sixth Grade", The School Review, 22:204, March, 1914.
2. Luther Gilbert, "A Study of the Effect of Reading on Spelling", The Journal of Educational Research, 28:376, April, 1915.
3. Eric A. Peillon, "The Incidental Learning of Spelling Through Reading", (Unpublished Master's Thesis, Boston University, School of Education, Boston, 1947), p. 51.

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CHAPTER I

SUMMARY OF PREVIOUS RESEARCH

Many studies have shown that there may be incidental learning of spelling through reading.

Gilbert¹ carried out a study involving 736 ninth grade pupils in the San Francisco Bay District. He concluded that, "Ninth grade pupils tend to improve their spelling through reading even when attention is not directed toward spelling."

In a later study Gilbert² also found this to be true of college students.

Scallan³ investigated incidental learning of spelling in intermediate grades and found children may learn to spell words incidentally, simply by meeting them in their reading program. She further states that children spell words encountered in reading with a higher per cent of accuracy than those not previously seen.

1. Luther Gilbert, "The Effect of Reading on Spelling in the Ninth Grade", The School Review, 42:204, March, 1934.
2. Luther Gilbert, "A Study of the Effect of Reading on Spelling", The Journal of Educational Research, 28:576, April, 1935.
3. Rita A. Scallan, "The Incidental Learning of Spelling Through Reading", (Unpublished Master's Thesis, Boston University, School of Education, Boston, 1947), p. 51.

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Many studies have shown that there may be incidental

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1. Gilbert, "The Effect of Reading on Spelling in the Sixth Grade", The School Review, 42:204, March, 1934.
2. Gilbert, "A Study of the Effect of Reading on Spelling", The Journal of Experimental Research, 23:275, April, 1935.
3. Rita A. Scallan, "The Incidental Learning of Spelling Through Reading", (Unpublished Master's Thesis, Boston University, School of Education, Boston, 1947), p. 21.

Since much spelling is learned through reading, there must exist certain psychological factors common to both subjects which make this learning possible.

Auditory Discrimination. Auditory discrimination or the ability to distinguish likenesses and differences in sounds of words is important in spelling.

The lack of auditory discrimination is found in poor spellers.

McGovney¹ reports that poor spellers are distinctly inferior in giving sounds for letters and sounds for two-syllable phonetic words.

Russell² has shown that poor spellers are inferior in auditory discrimination as measured by the common test of distinguishing between pairs of words of similar sounds.

Spache's³ study serve as a confirmation of indications of other studies that poor spellers are lacking in auditory discrimination and phonic skills and knowledges.

1. Margarita McGovney, "Spelling Deficiencies in Children of Superior General Ability", Elementary English Review, 7:148, June, 1930.
2. David H. Russell, Characteristics of Good and Poor Spellers. Teachers College, Contribution to Education, No. 727. New York: Teachers College, Columbia University, 1937, p. 83.
3. George Spache, "Characteristics of Good and Poor Spellers", Journal of Educational Research, 40:189, November, 1940.

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Dolch¹ says,

A wrong sounding or wrong pronunciation is very likely to lead to wrong spelling and, in fact is the cause for much error in spelling. A right sound image, or right pronunciation, is therefore a first step in the study of any word with a view to possible later use of it in writing.

Betts² agrees with Dolch that faulty pronunciation may lead to misspellings on the part of the individual. He further states that, "The teacher who attempts to teach the child to spell words he cannot even pronounce in a reading context is doomed to disappointment."

Durrell³ says,

Since reading and spelling functions are so closely allied, economy of effort warrants correlating the two subjects, especially among slow learners or in remedial classes. Often it is desirable to teach word analysis in connection with spelling rather than reading.

Visual Discriminations. Visual discriminations or the ability to observe likenesses and differences in word forms is of great importance in spelling as well as reading.

1. Edward W. Dolch, Better Spelling. Champaign, Illinois: Garrard Press, 1942, p. 75.
2. Emmett A. Betts, "Inter-relationship of Reading and Spelling", The Elementary English Review, 23:18, January, 1945.
3. Donald D. Durrell, Improvement of Basic Reading Abilities. Yonkers, New York: World Book Company, 1940, p. 267.

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2. Ernest A. Bates, "Inter-relationships of Reading and Spelling," The Elementary English Review, 23:18, January, 1947.

3. Donald E. Durrell, Improvement of Basic Reading Abilities, Teachers, New York: World Book Company, 1940, p. 207.

Foran¹ concludes, "The data support the hypothesis that much of the connection between ability in reading and ability in spelling is due to the dependence of each on the capacity to observe small similarities and differences between word forms."

Durrell² in agreement with Foran states:

The fundamental psychological skills underlying reading and spelling are similar. In general, reading ability correlates closely with spelling ability, since skill in word perception is essential if a child is to recall words vividly enough to write them.

Horn³ suggests that since studies have shown that elementary school children are predominantly visual and that visual presentation of a word gives superior results, than emphasis should be placed on this method of spelling presentation.

1. Thomas G. Foran, The Psychology and Teaching of Spelling. Washington: Catholic Education Press, 1934. p. 205.
2. Durrell, op. cit., p. 267.
3. Ernest Horn, "Principles of Method in Teaching Spelling as Derived from Scientific Investigation", Eighteenth Yearbook of the National Society for the Study of Education, Part 2. Bloomington, Illinois: Public School Publishing Company, 1919, p. 65.

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2. Burtell, op. cit., p. 207.
3. Ernest Horn, "Principles of Method in Teaching Spelling as Derived from Scientific Investigation", Yearbook of the National Society for the Study of Education, Year 2, Bloomington, Illinois: Public School Publishing Company, 1912, p. 67.

Gilbert and Gilbert¹ conducted an experiment to find which fundamental processes were involved in the incidental learning of spelling through reading using the eye movement photography technique. They concluded:

The findings of the study.... served to confirm a previous finding regarding the desirability of teaching spelling by a method which stresses accurate speed of perception.

Many investigations have been conducted to find the value of teaching of spelling using the flash card method.

Gilbert² found that teaching by flash cards cut down perceptual time and therefore speeded the study of spelling.

McCarthy³ found a significant difference in favor of the flash card method in grade three in comparing it with the study-test method.

Brady⁴ also found significant difference in favor of the flash card method over the Newlon-Hanna method.

1. Luther Gilbert and Doris Gilbert, "The Improvement of Spelling Through Reading", The Journal of Educational Research, 37:463, February, 1944.
2. Luther Gilbert, "Experimental Investigation of a Flash-Card Method of Teaching Spelling", Elementary School Journal, 32:351, January, 1932.
3. Mary G. McCarthy, "Comparison of the Flash Card Method of Teaching Spelling with the Study-Test Method in Grades Two and Three", (Unpublished Master's Thesis, Boston University, School of Education, Boston, 1937), pp. 39-40.
4. Catherine C. Brady, "A Comparison of Two Methods of Teaching Spelling", (Unpublished Master's Thesis, Boston University, School of Education, Boston, 1948), p. 31

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1. Luther Gilbert and Doris Gilbert, "The Improvement of Spelling Through Reading", The Journal of Educational Research, 37:40, February, 1944.
2. Luther Gilbert, "Experimental Investigation of a Flash-Card Method of Teaching Spelling", Elementary School Journal, 32:321, January, 1932.
3. Mary E. McCarthy, "Comparison of the Flash Card Method of Teaching Spelling with the Study-Test Method in Grades Two and Three", (Unpublished Master's Thesis, Boston University, School of Education, Boston, 1937), pp. 39-40.
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Suzzalo¹ and Hildreth² both agree that flash cards as a spelling device hold the attention of the children and make them visualize the word quickly and accurately.

Durrell³ confirms their beliefs when he says:

Failure to remember visual word forms is the basic difficulty in English spelling. The best method for overcoming the visual difficulty is use of the flash card-method of word study. It is essentially the visual-motor method as applied to word recognition.

Word meaning. Research studies have been conducted to find if possible whether word meaning or word enrichment influence the learning of spelling words.

Hollingworth⁴ on the basis of the data she obtained during her experiment concluded that, "Knowledge of meaning is probably in and of itself an important determinant of error in spelling; that children will produce about sixty-six and two-thirds per cent more of misspellings in writing words of the meaning of which they are ignorant or uncertain, than they will produce in writing words the meaning of which they know."

1. Henry Suzzalo, The Teaching of Spelling. Boston: Houghton Mifflin Company, 1913, p. 77.

2. Gertrude Hildreth, Learning the Three R's. Philadelphia: Educational Publishers, Inc., 1936, p. 278.

3. Durrell, op. cit., p. 272.

4. Leta S. Hollingworth, The Psychology of Special Disability in Spelling. Teachers College, Contributions to Education, No. 88. New York: Teachers College, Columbia University, 1918, p. 57.

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3. Durrell, op. cit., p. 272.

4. Leta S. Hollingsworth, The Psychology of Special Disability in Spelling. Teachers College, Contributions to Education, No. 58. New York: Teachers College, Columbia University, 1913, p. 57.

Reed¹ reports as a result of several experiments, "It will be seen that the class that had learned both the meanings and the spelling gained more and retained more of what they had gained than the class that studied nothing but the spelling and ignored the meaning."

In conducting an experiment to find the relationship between reading ability and spelling ability in grades four and five, Peake² found that there was a tendency for high scores in spelling to accompany high scores in word meaning.

Russell³ investigated the relationship between spelling ability, reading abilities and meaning vocabulary and obtained a correlation of .80 between spelling and word meaning on tests given.

This shows there is a relationship between spelling ability and word meaning or word enrichment.

Sex differences in spelling achievement. Nifenecker⁴ showed that girls are superior to boys by an average of 4.5 words in spelling.

1. H. B. Reed, Psychology of the Elementary School Subjects. New York: Ginn and Company, 1927, pp. 215-216.
2. Nellie Peake, "Relation between Spelling Ability and Reading Ability", The Journal of Experimental Education, 9:192-193, December, 1940.
3. David Russell, "Spelling Ability in Relation to Reading and Vocabulary Achievements", The Elementary English Review, 23:32-37, January, 1946.
4. Eugene A. Nifenecker, Measurement in Spelling. Board of Education, New York City, 1918, p. 70.

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1. H. L. Need, Psychology of the Elementary School Child, New York: Olan and Company, 1927, pp. 212-216.
2. Nellie Parker, "Relation between Spelling Ability and Reading Ability", The Journal of Experimental Education, 2:152-153, December, 1910.
3. David Russell, "Spelling Ability in Relation to Reading and Vocabulary Achievement", The Elementary School Review, 25:32-37, January, 1916.
4. Eugene A. Milnecker, Measurement in Spelling, Board of Education, New York City, 1916, p. 70.

Horn¹ agrees that girls are superior to boys in spelling ability and that the difference increases from grade to grade.

Spache² notes a larger percentage of boys among the children having difficulty in spelling.

The research indicates auditory discrimination, visual discrimination and word meaning are all factors effecting achievement in spelling. It also has shown more boys have difficulty in learning to spell than girls, therefore the purpose of this study is to evaluate two programs for the beginning teaching of spelling.

3. The evaluation of the program.

Construction of the program. The period chosen for experimentation was the first six weeks of the school year, beginning in September.

The spelling lesson. The phonics lesson was to precede the spelling lesson. It was constructed in such a manner as to take only 15 minutes for presentation.

The material used in each lesson dealt with the phonetic element or elements present in the spelling words to be taught later. This material was a review of the

1. Ernest Horn, op. cit., p. 63.

2. George Spache, "Spelling Disability, 11-Factors that May Be Related to Spelling Disability", Journal of Educational Research, 35:125, October, 1941.

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1. Ernest Horn, op. cit., p. 33.
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CHAPTER II

PLAN OF STUDY

The development of this experimental study to evaluate a beginning spelling program naturally divided itself into three major categories:

1. The construction of an integrated spelling and reading program.
2. The conduct of the experiment using this program.
3. The evaluation of the program.

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Below is a sample of a phonics lesson taken from this program. The complete phonics program is in the

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Below is a sample of a phonics lesson taken from this program. The complete phonics program is in the

Appendix at the back of the book.

Words on the board.

tall	to	top	tin
time	tie	tame	told
tight	take	tent	took

Say these t words after me.

Does anyone's name begin with t?

What sound does each word begin with? t

Look at the chart. Let us all say the names of the things in the pictures. Look at home for more pictures of things that begin with t. We will put them on the chart.

Can you tell me the answer to these riddles. The words begin with t.

1. We brush them at least once a day. teeth
2. We take a bath in it. tub
3. We use it when we wish to call our friends. telephone
4. This is how we feel when we have worked very hard. tired
5. An animal we see in a cage at the circus. tiger
6. We think of Dutch boys and girls when we see this
flower. tulip
7. Our tooth paste often comes in it. tube
8. Something Mother and Father drink. tea
9. Something we all like to play with. toys
10. Something who helps us learn to read. teacher

Appendix at the back of the book.

Words on the board.

tail	to	top	tin
time	tie	same	told
tight	take	tant	took

Say these 2 words after me.

Does anyone's name begin with t?

What sound does each word begin with? t

Look at the chart. Let us all say the names of the things

in the pictures. Look at home for more pictures of things

that begin with t. We will put them on the chart.

Can you tell me the answer to these riddles. The words begin

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flower. tulip

7. Our tooth paste often comes in it. tube

8. Something mother and father drink. tea

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10. Something who helps us learn to read. teacher

The experience vocabulary used in the phonics lesson was checked with the Buckingham-Dolch List.¹ The reading vocabulary was taken from the reading texts, We Three² and Friends and Neighbors.³

Each phonics lesson was followed by seatwork based on the sound or sounds taught.

The seatwork sample which appears below followed the sample phonics lesson given above.

Put a ring around the pairs of letters that are alike.

t-t	p-t	t-l	t-b
t-r	g-t	t-t	t-t
s-t	t-t	m-t	p-r
l-t	t-t	t-n	t-t

1. Burdette R. Buckingham and E. W. Dolch, A Combined Word List. Boston: Ginn and Company, 1936. pp. 1-184.
2. A. S. Artley and Lillian Gray, We Three. New York: Scott, Foresman and Company, 1947. pp. 3-68.
3. William S. Gray and May Hill Arbuthnot, Friends and Neighbors. New York: Scott, Foresman and Company, 1941. pp. 4-48.

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Put a ring around the pairs of letters that are alike.

c-t	p-t	t-l	t-p
t-r	t-c	c-t	c-p
c-t	t-c	m-t	p-r
t-c	t-c	t-n	t-t

1. Buckingham-Bolch List, Boston: Ginn and Company, 1930. pp. 1-184.
2. A. S. Arday and William Gray, We Three, New York: Scott, Foresman and Company, 1937. pp. 1-68.
3. William S. Gray and May Hill Arpachant, Friends and Neighbors, New York: Scott, Foresman and Company, 1941. pp. 1-48.

Put a ring around each word that begins with t.

lame	top	look	to
tame	pot	book	tall
game	tot	took	bat

Draw 2 things that begin with t.

The complete set of seatwork sheets appears in the Appendix.

On Friday of each week a check-test to determine the child's ability to recognize beginning consonant sounds and blends was administered. The teacher pronounced a word and the child responded by writing the beginning sound on his paper.

The spelling lesson-experimental group. Sixty words taken from the Buckley-White Activity Speller, Grade Two¹, were chosen for use in this study. These words were chosen after it had been determined that they were also present in We Three², and Friends and Neighbors³, the reading textbooks.

1. Horace M. Buckley and Margaret L. White, Buckley White Activity Speller, Grade Two. Boston: American Book Company, 1937. pp. 11-17.

2. Artley and Gray, op. cit., pp. 3-68.

3. Gray and Arbuthnot, op. cit., pp. 4-48.

Put a ring around each word that begins with f.

lame	top	look	to
same	pot	book	tail
game	not	book	bat

Draw 2 things that begin with f.

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2. Artley and Gray, op. cit., pp. 3-6.

3. Gray and Artchnost, op. cit., pp. 4-6.

Ten words were to be taught each week.

WEEK I

we

be

of

and

I

in

to

a

the

you

WEEK II

my

me

he

at

so

go

it

is

can

do

WEEK III

there

this

not

as

have

good

when

are

she

very

WEEK IV

that

had

get

on

your

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was

if

WEEK V

for

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letter

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been

our

WEEK VI

or

any

will

make

new

no

come

long

her

an

Ten words were to be taught each week.

WEEK I	WEEK II	WEEK III
we	my	there
he	me	this
of	he	not
and	at	as
I	so	have
in	to	good
to	it	when
a	is	are
the	can	she
you	do	very

WEEK IV	WEEK V	WEEK VI
that	for	or
had	would	any
get	well	will
on	with	make
your	from	new
yours	time	no
but	letter	come
all	one	long
was	been	her
if	our	an

Four new words were presented on Monday and Tuesday and two new words on Wednesday. No more than two difficult words were taught in one day.

The lessons were designed to last fifteen minutes. They could be presented at any time during the school day following the phonics lesson.

The sample spelling lesson below was taught following the phonics lesson included in this chapter.

Materials: Flash cards of the new words: I, in, to, a.

Procedure: Flash card, "I." Have the children tell you the word. Write it on the board.

Do the same for the other words.

Quickly have the children match the flash cards with the words on the board.

Have them tell you the word as you erase it.

Which new word do you use when you speak of yourself? "I". Have one of the children spell it. Call attention to the fact that you always say capital, "I" and write it with a capital or a big letter. Have someone write it on the board.

Which word do you use when you speak of "just one thing?" "a." Put these phrases on the board-one house, one tree. Then write a house, a tree, under them. Have some child write "a" on the board.

Four new words were presented on Monday and Tuesday and two new words on Wednesday. No more than two difficult words were taught in one day.

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The sample spelling lesson below was taught following the phonics lesson included in this chapter.

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Do the same for the other words.

Quickly have the children match the flash cards

with the words on the board.

Have them tell you the word as you erase it.

Which new word do you use when you speak of

yourself? "I." Have one of the children spell I. Call

attention to the fact that you always say capital, "I" and

write it with a capital or a big letter. Have someone

write it on the board.

Which word do you use when you speak of "just

one thing?" "a." Put these phrases on the board-one house,

one tree. Then write a house, a tree, under them. Have

some child write "a" on the board.

Which new word begins with t? Spell it. Write it on the board. Bring out the fact that this word means-to a place or to give to someone something.

Flash card with "in" on it. Who can spell the last new word? Write it on the board. Who can tell me some words which rhyme with "in?" pin, win, tin, fin. Then have the children underline in in each word.

Watch now and spell the word I erase.

Then use flash cards and have them spell the words.

Pronounce the words and have them spell them.

Every spelling lesson is followed by seatwork sheets which provide additional practice in the writing, use and recognition of the new words.

Immediately following is the seatwork sheet which accompanied this spelling lesson.

Write these spelling words in the sentences.

1. ____ am going to the store. I
2. I am going ____ the big red car. in
3. Billy wants ____ a new toy. a
4. He will go ____ a toy store. to
5. Ted and Billy like ____ play. to
6. Pam is ____ little girl. a
7. Billy got ____ the big red car. in

16

Which new word begins with i? Spell it. Write

it on the board. Bring out the fact that this word means-to

a place or to give to someone something.

Flash card with "in" on it. Who can spell the

last new word? Write it on the board. Who can tell me

some words which rhyme with "in"? Pin, win, tin.

Then have the children underline in in each word.

Watch now and spell the word I erase.

Then use flash cards and have them spell the

words.

Pronounce the words and have them spell them.

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5. Ted and Billy like play. to

6. Pam is little girl. a

7. Billy got the big red car. in

8. Mother and ____ looked for Billy. I

Write your spelling words here.

I	in	a	to
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

On Thursday the seatwork sheet consisted of a review of the week's words.

A typical review sheet is shown here.

Draw a line between two spelling words.

you	I
the	we
I	in
a	your
in	and
of	the
to	you
we	a
be	be
and	to
	of

Put in the missing letters.

y-u

-n

w-

17
S. Mother and _____ looked for Billy. I

Write your spelling words here.

I	in	a	to
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

On Thursday the network sheet consisted of a

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A typical review sheet is shown here.

Draw a line between two spelling words.

I	you
we	the
in	I
your	a
and	in
the	of
you	to
a	we
be	he
to	and
of	

Put in the missing letters.

y-u -n -w

f	th	b_
t_	_nd	yo_

This review was done before the pre-test of the week's words was administered.

If any words were missed, each child was helped individually to overcome his difficulties.

Friday's work consisted of the administration of a final check test of the week's words. The word was written as it was pronounced.

The spelling lesson-control group. The control groups were taught the same list of sixty words that the experimental groups were taught. The teachers of the control groups used the method as presented in the Buckley-White Activity Speller, Grade Two¹.

Fifteen minutes of the school day was to be allotted to the teaching of spelling. There was no effort made to connect the reading and spelling lessons.

The experiment. This experiment was conducted in two industrial communities, one a small town, the other a large city. The children represented a typical cross-section of the population. There were no dominant social, racial or economic factors in any of the groups.

1. Buckley and White, op. cit., pp. 11-17.

b_
yo_

th_
nd_

_f
_f

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Four teachers were involved in the study. The author taught one experimental group in the small town. The other experimental group was in the large city. The two control groups were also in the city.

Prior to the conduct of the experiment the Pintner-Cunningham Primary Test¹: Form C had been administered.

The mental and chronological ages were readily available, then, from class records.

Table I shows the mean chronological and mental ages for both groups.

TABLE I
MEAN CHRONOLOGICAL AND MENTAL AGES

Group	No.	Mean C.A.	S.D.	Mean M.A.	S.D.
Control	47	90.3	5.79	115.9	14.10
Experimental	47	90.3	6.42	109.64	13.15

Both groups were above average mentally, the control group being 115.9 compared to 109.64 for the experimental group. The advantage is in favor of the control group.

¹. Published by World Book Company.

Four teachers were involved in the study. The author taught one experimental group in the small town. The other experimental group was in the large city. The two control groups were also in the city.

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Table I shows the mean chronological and mental ages for both groups.

TABLE I
MEAN CHRONOLOGICAL AND MENTAL AGES

Group	No.	Mean C.A.	Mean M.A.	S.D.
Control	17	90.3	112.9	14.10
Experimental	17	90.3	109.64	13.12

Both groups were above average mentally, the control group being 112.9 compared to 100.04 for the experimental group. The advantage is in favor of the control group.

One week following the conclusion of the experiment all groups were given the Stanford Achievement Test in Spelling¹: Form W. At the same time they were also given an informal author devised test.

The informal test consisted of twenty words selected from the list of sixty words taught during the program. The test began with easy words, gradually progressing to the more difficult words. A copy of the informal test is in the Appendix.

Although each of the four classrooms had approximately 30 pupils, due to illness and transfers complete data could be obtained on only 94 of the pupils participation in the experiment. This data is presented in the next chapter.

TABLE II
INFORMAL TEST SCORES

Group	No.	Mean	S.D.	S.E.	W.D.	W.D.	W.D.
Control	47	13.51	.77	1.14	1.98	1.06	1.43
Experimental	47	11.96	.81	1.14			

1. Published by World Book Company. group was 13.51 compared with 11.96 for the experimental group. The critical ratio of 1.43 was not statistically significant. There are 51 chances in 100 that it is a true difference in favor of the

One week following the conclusion of the experiment all groups were given the Stanford Achievement Test in Spelling. Form W. At the same time they were also given an informal author devised test.

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Although each of the four classrooms had approximately 30 pupils, due to illness and transfers complete data could be obtained on only 24 of the pupils' participation in the experiment. This data is presented in the next chapter.

CHAPTER III

ANALYSIS OF DATA

The data was analyzed to compare:

1. The achievement of both groups on the informal test.
2. The achievement of both groups on the standard test.
3. Sex differences in achievement were also studied.

Table II shows the comparison of the scores of the total population on the informal test.

TABLE II

INFORMAL TEST SCORES

Group	No.	Mean	S.E.M.	S.D.	M ¹ -M ²	S.E.D.	C.R.
Control	47	13.51	.72	4.92	1.55	1.08	1.43
Experimental	47	11.96	.81	5.34			

The mean score for the control group was 13.51 compared with 11.96 for the experimental group. The critical ratio of 1.43 was not statistically significant. There are 84 chances in 100 that it is a true difference in favor of the

CHAPTER III

ANALYSIS OF DATA

The data was analyzed to compare:

1. The achievement of both groups on the informal test.
2. The achievement of both groups on the standard test.
3. Sex differences in achievement were also studied.

Table II shows the comparison of the scores of the total population on the informal test.

TABLE II

INFORMAL TEST SCORES

Group	No.	Mean	S.D.	M-S	t-r.
Control	17	13.51	4.92	1.52	1.43
Experimental	17	11.96	5.34		

The mean score for the control group was 13.51 compared with 11.96 for the experimental group. The critical ratio of 1.43 was not statistically significant. There are 64 chances in 100 that it is a true difference in favor of the

control group.

Table III shows the comparison of the scores of the total population on the standard test.

TABLE III

STANDARD TEST SCORES

Group	No.	Mean	S.E.M.	S.D.	M^1-M^2	S.E.D.	C.R.
Control	47	7.64	.65	4.45	.62	.92	.67
Experimental	47	7.02	.65	4.45			

The mean score for the control group was 7.64 compared with 7.02 for the experimental group. The critical ratio of .67 was not statistically significant. There are 48 chances in 100 that it is a true difference in favor of the control group.

Table IV shows the comparison of the scores of the boys and girls in the control group on the informal test.

Group	No.	Mean	S.E.M.	S.D.	M^1-M^2	S.E.D.	C.R.
Girls	19	8.33	.82	3.39			
Boys	28	8.36	.81	3.25			

The mean score for the girls of the control group on the

control group.

Table III shows the comparison of the scores of the total population on the standard test.

Table III

STANDARD TEST SCORES

Group	No.	Mean	S.D.	S.E.M.	t-value	p-value
Control	17	7.04	.65	1.45	.62	.54
Experimental	17	7.02	.65	1.45	.62	.54

The mean score for the control group was 7.04 compared with 7.02 for the experimental group. The critical ratio of .62 was not statistically significant. There are 18 chances in 100 that it is a true difference in favor of the control group.

Table IV shows the comparison of the scores of the boys and girls in the control group on the informal test.

TABLE IV

INFORMAL TEST-CONTROL GROUP

Group	No.	Mean	S.E.M.	S.D.	M ¹ -M ²	S.E.D.	C.R.
Girls	19	15.37	.83	3.60	3.22	1.32	2.44
Boys	28	12.15	1.02	5.38			

The mean score for the girls of the control group was 15.37 compared with 12.15 for the boys. The critical ratio of 2.44 showed the difference was not statistically significant. There are 98 chances in 100 that it is a true difference in favor of the girls.

Table V shows the comparison of the scores of the boys and girls in the control group on the standard test.

TABLE V

STANDARD TEST-CONTROL GROUP

Group	No.	Mean	S.E.M.	S.D.	M ¹ -M ²	S.E.D.	C.R.
Girls	19	9.53	.82	3.59	3.17	1.15	2.17
Boys	28	6.36	.81	4.28			

The mean score for the girls of the control group on the

TABLE IV

INFORMAL TEST-CONTROL GROUP

Group	No.	Mean	S.D.	M-M	S.E.	C.F.
Girls	19	12.37	.83	3.80	3.22	1.32
Boys	28	12.15	1.02	2.38	2.44	2.44

The mean score for the girls of the control group was 12.37 compared with 12.15 for the boys. The critical ratio of 2.44 showed the difference was not statistically significant. There are 95 chances in 100 that it is a true difference in favor of the girls.

Table V shows the comparison of the scores of the boys and girls in the control group on the standard test.

TABLE V

STANDARD TEST-CONTROL GROUP

Group	No.	Mean	S.D.	M-M	S.E.	C.F.
Girls	19	9.55	.82	3.59	3.17	1.15
Boys	28	8.38	.81	1.28	2.17	2.17

The mean score for the girls of the control group on the

standard test was 9.53 compared with 6.36 for the boys. The critical ratio of 2.17 showed the difference was not statistically significant. There are 96 chances in 100 that this is a true difference in favor of the girls.

Table VI shows the comparison of the scores of the boys and girls in the experimental group on the informal test.

TABLE VI

INFORMAL TEST-EXPERIMENTAL GROUP

Group	No.	Mean	S.E.M.	S.D.	M^1-M^2	S.E.D.	C.R.
Girls	19	12.21	1.08	4.71	1.35	1.8	.75
Boys	28	10.86	1.06	5.60			

The mean score for the girls of the experimental group was 12.21 compared with 10.86 for the boys. The critical ratio of .75 showed the difference was not statistically significant. There are 54 chances in 100 that it is a true difference in favor of the girls.

standard test was 9.53 compared with 8.36 for the boys. The critical ratio of 2.17 showed the difference was not statistically significant. There are 96 chances in 100 that this is a true difference in favor of the girls. Table VI shows the comparison of the scores of the boys and girls in the experimental group on the informal test.

TABLE VI

INFORMAL TEST-EXPERIMENTAL GROUP

Group	No.	Mean	S.D.	M-M	S.E.D.	C.R.
Girls	19	12.21	1.08	4.71	1.32	1.8
Boys	28	10.86	1.06	2.60	1.32	1.8

The mean score for the girls of the experimental group was 12.21 compared with 10.86 for the boys. The critical ratio of .75 showed the difference was not statistically significant. There are 54 chances in 100 that is a true difference in favor of the girls.

Table VII shows the comparison of the scores of the boys and girls in the experimental group on the standard test.

TABLE VII

STANDARD TEST-EXPERIMENTAL GROUP

Group	No.	Mean	S.E.M.	S.D.	M^1-M^2	S.E.D.	C.R.
Girls	19	7.84	1.14	5.08	1.38	1.38	1
Boys	28	6.46	.78	4.15			

The mean score for the girls of the experimental group on the standard test was 7.84 compared with 6.46 for the boys. The critical ratio of 1 showed the difference was not significant. There are 68 chances in 100 that this is a true difference in favor of the girls.

The differences in achievement were greater in the control group than they were in the experimental group.

Table VII shows the comparison of the scores of the boys and girls in the experimental group on the standard test.

TABLE VII

STANDARD TEST-EXPERIMENTAL GROUP

Group	No.	Mean	S.D.	M-M	S.E.	C.R.
Girls	19	7.84	1.14	2.08	1.38	1
Boys	28	6.46	.78	1.15	1.38	1

The mean score for the girls of the experimental group on the standard test was 7.84 compared with 6.46 for the boys. The critical ratio of 1 showed the difference was not significant. There are 68 chances in 100 that this is a true difference in favor of the girls.

The differences in achievement were greater in the control group than they were in the experimental group.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to compare a beginning spelling program in Grade Two which integrated reading and spelling with a program using the Buckley-White method.

The one hundred twenty children involved in this experiment came from a large industrial city and a small industrial town. The mental age of the children was determined by the Pintner-Cunningham Primary Test: Form C. Achievement in spelling was measured each week by a check test. One week following the conclusion of the experiment an informal test was administered. The Stanford Achievement Spelling Test was given at the same time to measure achievement.

The data was analyzed to measure spelling achievement in each group. Sex differences in achievement were also studied.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to compare a beginning spelling program in Grade Two which integrated reading and spelling with a program using the Buckeye-Wise method. The one hundred twenty children involved in this experiment came from a large industrial city and a small industrial town. The mental age of the children was determined by the Pintner-Gunnigham Primary Test: Form C. Achievement in spelling was measured each week by a check test. One week following the conclusion of the experiment an informal test was administered. The Stanford Achievement Spelling Test was given at the same time to measure achievement. The data was analyzed to measure spelling achievement in each group. Sex differences in achievement were also studied.

Conclusions.

1. All of the differences in achievement on the informal and the standard tests were in favor of the control group.

a. On the informal test the critical ratio was 1.43. This showed the chances are 84 in 100 that the difference was a true difference in favor of the control group.

b. On the standard test the critical ratio was .67. The chances are 48 in 100 that this is a true difference in favor of the control group.

2. The comparison of boys and girls showed superiority for the girls on all tests.

a. The critical ratio for the control group on the informal test was 2.44. The chances are 98 in 100 that this is a true difference in favor of the girls.

b. The critical ratio for the standard test was 2.17. The chances are 96 in 100 that this is a true difference in favor of the girls.

c. The critical ratio for the experimental group on the informal test was .75. The chances are 54 in 100 that this is a true

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1. All of the differences in achievement on the informal and the standard tests were in favor of the control group.

a. On the informal test the critical ratio was 1.43. This showed the chances are 84 in 100 that the difference was a true difference in favor of the control group.

b. On the standard test the critical ratio was .67. The chances are 48 in 100 that this is a true difference in favor of the control group.

2. The comparison of boys and girls showed

superiority for the girls on all tests.

a. The critical ratio for the control group on the informal test was 2.44. The chances are 98 in 100 that this is a true difference in favor of the girls.

b. The critical ratio for the standard test was 2.17. The chances are 96 in 100 that this is a true difference in favor of the girls.

c. The critical ratio for the experimental group on the informal test was .75. The chances are 54 in 100 that this is a true

difference in favor of the girls.

- d. The critical ratio for the standard test was 1. The chances are 68 in 100 that this is a true difference in favor of the girls.

3. The differences in achievement between the girls and boys were less in the experimental group. This would seem to indicate the effectiveness of the planned program in improving the achievement of the boys.

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difference in favor of the girls.
d. The critical ratio for the standard test
was 1. The chances are 50 in 100 that
this is a true difference in favor of the
girls.

3. The differences in achievement between the
girls and boys were less in the experimental group. This
would seem to indicate the effectiveness of the planned
program in improving the achievement of the boys.

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APPENDIX

APPENDIX

PROGRAM - WEEK I

SPELLING

LESSON I WORD ANALYSIS

FIRST DAY

LESSON I

ball	we	big	bag	b	bag
be	be	bill	busy		bus
bat	of	bang	bit		book
bake	and	band	beat		Billy

Say these words after me.

SECOND DAY

LESSON II

Does anyone's name begin with b?

What sound does each of these words begin with?

Look at the chart. Let us all say the words of the things in the pictures. Look at home for more pictures of things that begin with b. We will put them on the chart.

Can you find sentences. The

THIRD DAY

LESSON III

1. Mary rode the girls ride to school or th

2. Did you hear you

3. This summer some of us went to the beach.

FOURTH DAY

LESSON IV

4. We keep our crayons in a (box).

Pre-test

5. He tried to throw the ball into the (basket).

Individual Help

6. We all like to ride on a (bicycle).

FIFTH DAY

LESSON V

7. Billy

8. A dog like Final test of

9. The robin week's words

10. At the circus a man sold red and yellow (balloons).

PROGRAM - WEEK I

WORD ANALYSIS

SPELLING

LESSON I

FIRST DAY

b

we

be

of

and

LESSON II

SECOND DAY

t

i

is

to

a

LESSON III

THIRD DAY

ch

the

you

LESSON IV

FOURTH DAY

y

pre-learn

Individual Help

LESSON V

FIFTH DAY

m

Final test of

week's words

WORD ANALYSIS

LESSON I

Words on the board.

ball	big	bag	beg
be	bill	bump	but
bat	bang	bit	book
bake	bend	bent	Billy

Say these words after me.

Does anyone's name begin with b?

What sound does each of these words begin with?

Look at the chart. Let us all say the names of the things in the pictures. Look at home for more pictures of things that begin with b. We will put them on the chart.

Can you finish these sentences. The words begin with b?

1. Many boys and girls ride to school on a (bus).
2. Did you hear the (bell)?
3. This summer some of us went to the (beach).
4. We keep our crayons in a (box).
5. He tried to throw the ball into the (basket).
6. We all like to ride on a (bicycle).
7. Sally is a (baby).
8. A dog likes to chew on a (bone).
9. The robin is a very pretty (bird).
10. At the circus a man sold red and yellow (balloons).

WORD ANALYSIS

LESSON I

Words on the board.

ball	big	bag	beg
be	bill	jump	but
bat	bang	bit	book
bake	bend	bent	Billy

Say these words after me.

Does anyone's name begin with b?

What sound does each of these words begin with?

Look at the chart. Let us all say the names of the things in the pictures. Look at home for more pictures of things that begin with b. We will put them on the chart.

Can you finish these sentences. The words begin with b.

1. Many boys and girls ride to school on a (bus).

2. Did you hear the (bell)?

3. This summer some of us went to the (beach).

4. We keep our crayons in a (box).

5. He tried to throw the ball into the (basket).

6. We all like to ride on a (bicycle).

7. Sally is a (baby).

8. A dog likes to chew on a (bone).

9. The robin is a very pretty (bird).

10. At the circus a man sold red and yellow (balloons).

WORD ANALYSIS

LESSON I

Put a 0 around b every time you see it.

b	p	d	b
p	d	b	d
d	b	b	b
b	p	p	p
b	b	d	b

Put a 0 around every word that begins with b.

bet	put	din	boy	day
pet	bus	bin	toy	bay
by	put	be	bat	bell
my	but	we	bit	pill

WORD ANALYSIS

LESSON I

Put a 0 around p every time you see it.

b	p	b	b
p	d	b	b
b	b	b	b
b	p	p	b
b	b	b	b

Put a 0 around every word that begins with p.

pet	put	pin	pay
pet	pus	pin	pay
py	put	pe	pell
my	put	we	pill

WEEK I

FIRST DAY

Materials: Flash cards of the new words: we, be, and, of.

Procedure: Show the word, "we." Have the children tell you the word. Write it on the board.

Do the same for each of the words.

Quickly have the children match the flash card with word on the board.

Have them tell you the word as you erase it.

Next, have the children tell you which word begins with b. Can you spell the word "be?" Call on a child to write it on the board.

Which of the other words rhymes with "be?" "we." Someone spells the word is "and." Flash card. Who can spell "and?" Choose some child to write the word on the board. Can you think of some words that rhyme with "and?"

hand band land sand stand

Call on different children to come up and underline "and" in each word.

Our last new word is "of." Flash card. Who can spell "of?" Write the word on the board.

Watch now and spell the word I erase.

Then use flash cards and have them spell the word.

Pronounce the words and have them spell the words.

LESSON I

FIRST DAY

Materials: Flash cards of the new words: we, be, and, of.
Procedure: Show the word, "we." Have the children tell you
the word. Write it on the board.
Do the same for each of the words.
Quickly have the children match the flash card
with word on the board.
Have them tell you the word as you erase it.
Next, have the children tell you which word
begins with b. Can you spell the word "be?" Call on a
child to write it on the board.
Which of the other words rhymes with "be?" "we."
Someone spells the word is "and." Flash card. Who can spell
"and?" Choose some child to write the word on the board.
Can you think of some words that rhyme with "and?"
hand band land sand stand
Call on different children to come up and
underline "and" in each word.
Our last new word is "of." Flash card. Who can
spell "of?" Write the word on the board.
Watch now and spell the word I erase.
Then use flash cards and have them spell the word.
Pronounce the words and have them spell the words.

Be sure they get much practice pronouncing and spelling "of."

FIRST DAY

Read the story.

We Three

Your story is called, "We Three."

It is a story of two boys and a girl.

They are Pam, Ted and Billy.

Ted will go to school.

He will be in the First Grade.

Put a O around the new words in the story. We be of and

Write your new words here.

We

be

of

and

Be sure they get much practice pronouncing and

spelling "of."

WEEK I

FIRST DAY

Read the story.

We Three

Your story is called, "We Three."

It is a story of two boys and a girl.

They are Pam, Ted and Billy.

Ted will go to school.

He will be in the First Grade.

Put a 0 around the new words in the story. we be of and

Write your new words here.

we

be

of

and

WERE I

FIRST DAY

Read the story.

We Three

Your story is called, "We Three."

It is a story of two boys and a girl.

They are Sam, Ted and Billy.

Ted will go to school.

He will be in the First Grade.

Put a O around the new words in the story. We be of and

Write your new words here.

<u>we</u>	<u>be</u>	<u>of</u>	<u>and</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WEEK I

FIRST DAY

Look at the word at the top of the column. Every time you see that word in the column put a 0 around it.

be	we	and	of
he	we	and	on
be	she	and	of
me	he	ant	if
be	we	an	of

Write your new words in these sentences.

Can you _____ we _____ be _____ and _____ of _____

1. Billy said, "_____ are going for a ride."

2. Ted _____ Nancy are going too.

3. Nancy is one _____ my friends.

4. Mother will _____ with us.

5. This is how we feel when we have worked very hard. tired

6. An animal we see in a cage at the circus. tiger

7. We think of Dutch boys and girls when we see this flower.

tulip

8. Our toothpaste often comes in it. tube

9. Something Mother and Father drink. tea

WORD ANALYSIS

LESSON II

Words on the board.

tall	to	top	tin
time	tie	tame	told
tight	take	tent	took

Say these t words after me.

Does anyone's name begin with t?

What sound does each word begin with?

Look at the chart. Let us all say the names of the things in the pictures. Look at home for more pictures of things that begin with t. We will put them on the chart.

Can you tell me the answer to these riddles. The words begin with t.

1. We brush them at least once a day. teeth
2. We take a bath in it. tub
3. We use it when we wish to call our friends. telephone
4. This is how we feel when we have worked very hard. tired
5. An animal we see in a cage at the circus. tiger
6. We think of Dutch boys and girls when we see this flower.
tulip
7. Our toothpaste often comes in it. tube
8. Something Mother and Father drink. tea

WORD ANALYSIS

LESSON 11

Words on the board.

tail	to	top	tin
time	tie	same	void
right	take	tear	took

Say these 12 words after me.

Does anyone's name begin with 1?

What sound does each word begin with?

Look at the chart. Let us all say the names of the things

in the pictures. Look at home for more pictures of things

that begin with 1. We will put them on the chart.

Can you tell me the answer to these riddles. The words

begin with 1.

1. We brush them at least once a day. Teeth

2. We take a bath in it. Tub

3. We use it when we wish to call our friends. Telephone

4. This is how we feel when we have worked very hard. Tired

5. An animal we see in a cage at the circus. Tiger

6. We think of Dutch boys and girls when we see this flower.

Tulip

7. Our toothpaste often comes in it. Tube

8. Something father and father drink. Tea

9. Something we all like to play with. toys

10. Someone who helps you to learn to read. teacher

Put a ring around the pairs of letters that are alike.

t-t	p-t	t-l	t-b
t-r	g-t	t-f	t-t
a-t	t-t	a-t	p-t
l-t	t-t	t-n	t-t

Put a ring around each word that begins with t.

lase	top	look	to
tase	pot	book	-all
gase	not	took	hat

Draw 2 things that begin with t.

9. Something we all like to play with. Toys
10. Someone who helps you to learn to read. Teacher

WORD ANALYSIS

LESSON II

Put a ring around the pairs of letters that are alike.

t-t	p-t	t-l	t-b
t-r	g-t	t-t	t-t
s-t	t-t	m-t	p-r
l-t	t-t	t-n	t-t

Put a ring around each word that begins with t.

lame	top	look	to
tame	pot	book	tall
game	tot	took	bat

Draw 2 things that begin with t.

WORD ANALYSIS

LESSON II

Put a ring around the pairs of letters that are alike.

t-t	p-p	c-i	t-b
t-r	e-c	c-c	t-e
e-b	t-t	m-c	p-r
i-t	t-c	t-n	t-c

Put a ring around each word that begins with f.

lame	top	look	to
lame	pot	book	tail
game	cor	cook	bat

Draw 2 lines that begin with f.

WEEK I

SECOND DAY

Materials: Flash cards of the new words: I, in, to, a.

Procedure: Flash card, "I." Have the children tell you the word. Write it on the board.

Do the same for the other words.

Quickly have the children match the flash cards with the words on the board.

Have them tell you the word as you erase it.

Which new word do you use when you speak of yourself?

"I." Have one of the children spell it. Call attention to the fact that you always say capital, "I." and write it with a capital or a big letter. Have someone write it on the board.

Which word do you use when you speak of "just one thing?"

"a." Put these phrases on the board- one house, one tree. Then write a house, a tree, under them. Have some child write "a" on the board.

Which new word begins with t? Spell it. Write it on the board. Bring out the fact that this word means - to a place or to give to someone something.

Flash card with "in" on it. Who can spell the last new word? Write it on the board. Who can tell me some words

Week 1

SECOND DAY

Materials: Flash cards of the new words: I, in, to, a.
Procedures: Flash card, "I." Have the children tell you
the word. Write it on the board.

Do the same for the other words.

Quickly have the children match the flash cards

with the words on the board.

Have them tell you the word as you erase it.

Which new word do you use when you speak of

yourself?

"I." Have one of the children spell it. Call attention to

the fact that you always say capital, "I." and write it with

a capital or a big letter. Have someone write it on the board.

Which word do you use when you speak of "just one

thing?"

"a." Put these phrases on the board - one house, one tree. Then

write a house, a tree, under them. Have some child write "a"

on the board.

Which new word begins with "i"? Spell it. Write

it on the board. Bring out the fact that this word means - to

a place or to give to someone something.

Flash card with "in" on it. Who can spell the word

new word? Write it on the board. Who can tell me some words

which rhyme with "in?" pin, win, tin, fin. Then have the children underline in in each word.

Watch now and spell the word I erase.

Write these spelling words in the sentences.

Then use flash cards and have them spell the words.

Pronounce the words and have them spell them.

1. _____ am going to the store. I

2. I am going _____ the big red car. in

3. Billy wants _____ new toy. a

4. He will go _____ a toy store. to

5. Ted and Billy like _____ play. to

6. Pam is _____ little girl. a

7. Billy got _____ the big red car. in

8. Mother and _____ looked for Billy. I

Write your spelling words here.

I

in

a

to

which rhyme with "pin" pin, win, tin. Then have the
children underline in in each word.

Watch now and spell the word I erase.

Then use flash cards and have them spell the words.

Pronounce the words and have them spell them.

WEEK I

SECOND DAY

Write these spelling words in the sentences.

1. _____ am going to the store. I
2. I am going _____ the big red car. in
3. Billy wants _____ new toy. a
4. He will go _____ a toy store. to
5. Ted and Billy like _____ play. to
6. Pam is _____ little girl. a
7. Billy got _____ the big red car. in
8. Mother and _____ looked for Billy. I

Write your spelling words here.

I

in

a

to

Week 1

SECOND DAY

Write these spelling words in the sentences.

1. _____ am going to the store. I
2. I am going _____ the big red car. in
3. Billy wants _____ new toy. a
4. He will go _____ a toy store. to
5. Ted and Billy like _____ play. to
6. Sam is _____ little girl. a
7. Billy got _____ the big red car. in
8. Mother and _____ looked for Billy. I

Write your spelling words here.

I	in	a	to
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WORD ANALYSIS

LESSON III

Words on the board. *even time you see it.*

the	them	they	then
this	there	that	those

Say these th words after me.

Can you finish these sentences. The words begin with th.

1. Please sit over (there).
2. Give one book to each of (them)
3. You will have to do it (then).
4. This morning we sang, "My Country 'Tis of (Thee)."
5. Do you want me to do it this way or (that)?

the	ten	chat	they
she	this	when	the
tree	his	then	to
there	that	them	that

WORD ANALYSIS

LESSON III

Words on the board.

the	them	they	then
this	there	that	those

Say these in words after me.

Can you finish these sentences. The words begin with th.

1. Please sit over (there).

2. Give one book to each of (them).

3. You will have to do it (then).

4. This morning we sang, "My Country 'Tis of (Thee)."

5. Do you want me to do it this way or (that)?

WORD ANALYSIS

LESSON III

Put a ring around th each time you see it. the, you.

sh procedure: Flash card with "th" on it. Have the children

ch all you the tc. Write it on the board th tn

th Do the same for the word, "you" tu th

tl Have the children think of the th words with sh

th words on the board. th ch th

Have the children tell you the word as you erase

it.

What two letters does "the" begin with? Who can

Put a ring around each th word. the board.

the Flash card with "you" chat it. Who can they

she? Everyone this it with me when all on some child the

tree it on the his. then to

there Have the children spell them word as you erase tat

Flash cards and have them spell the words.

Pronounce the words and have them spell them.

Then review the words taught previously.

WORD ANALYSIS

LESSON LII

Put a ring around th each time you see it.

sh	ch	ci	ta	ti
ch	tc	sh	th	en
th	th	pi	tu	th
ti	th	th	th	sh
th	te	th	ch	th

Put a ring around each th word.

the	tea	chat	they
she	this	when	the
tree	his	then	to
there	that	them	rat

WEEK I

THIRD DAY

Materials: Flash cards of the new words: the, you.

Procedure: Flash card with "the" on it. Have the children tell you the word. Write it on the board.

Do the same for the word, "you."

Have the children match the flash cards with the words on the board.

Have the children tell you the word as you erase it.

What two letters does "the" begin with? Who can spell it? Have it written on the board.

Flash the card with "you" on it. Who can spell "you?" Everyone spell it with me. Call on some child to write it on the board.

Have the children spell the word as you erase it.

Flash cards and have them spell the words.

Pronounce the words and have them spell them.

Then review the words taught previously.

WEEK I

THIRD DAY

Materials: Flash cards of the new words: the, you.
Procedure: Flash card with "the" on it. Have the children
tell you the word. Write it on the board.
Do the same for the word, "you."
Have the children match the flash cards with the
words on the board.
Have the children tell you the word as you erase
it.
What two letters does "the" begin with? Who can
spell it? Have it written on the board.
Flash the card with "you" on it. Who can spell
"you?" Everyone spell it with me. Call on some child to
write it on the board.
Have the children spell the word as you erase it.
Flash cards and have them spell the words.
Pronounce the words and have them spell them.
Then review the words taught previously.

WEEK I

THIRD DAY

Put a ring around the each time you see it.

they	the	them	then
the	then	the	that
there	this	the	the
them	the	there	they
the	them	they	the

1. The paper boy hasn't come (yet).

2. A sweater is made of (yarn).

3. This book is (yours).

Put a ring around you each time you see it.

your	yard	you	yell
yours	you	yarn	you
you	your	you	your
yet	you	yours	you
you	yes	you	yes

Write your new words here.

the _____.

you _____.

WERE I

THIRD DAY

Put a ring around the each time you see it.

they	the	them	then
the	then	the	that
there	this	the	the
them	the	there	they
the	them	they	the

Put a ring around you each time you see it.

your	yard	you	your
yours	you	yard	you
you	your	you	your
yet	you	yours	you
you	yes	you	yes

Write your new words here.

the _____
you _____

WORD ANALYSIS

LESSON IV

Words on the board. *each y word you see.*

yes	you	yet	yours
yard	your	yellow	young
yell	yarn	year	yesterday

Say these y words after me.

Can you finish these sentences. The words begin with y.

1. The paper boy hasn't come (yet).
2. A sweater is made of (yarn).
3. This book is (yours).
4. Can you see something (yellow)? *not belong with the other*
5. Get me a chair, will (you)?
6. We always remember to play in the (yard). *your*
7. We were all present (yesterday). *you*
8. Grandfather is old, but Jim is (young). *post*
9. The baby began to cry and (yell). *yarn* *year*
10. In the date, 1948, is the (year).

WORD ANALYSIS

LESSON IV

Words on the board.

yes	you	yet	yours
yard	your	yellow	young
yell	yarn	year	yesterday

Say these y words after me.

Can you finish these sentences. The words begin with y.

1. The paper boy hasn't come (yet).
2. A sweater is made of (yarn).
3. This book is (yours).
4. Can you see something (yellow)?
5. Get me a chair, will (you)?
6. We always remember to play in the (yard).
7. We were all present (yesterday).
8. Grandfather is old, but Jim is (young).
9. The baby began to cry and (yell).
10. In the date, 1948, is the (year).

WORD ANALYSIS

LESSON IV

Put a ring around each y word you see.

you	get	fell	near
pet	yet	well	year
bit	wet	yell	dear
yes	yellow	yes	yard
your	mellow	you	part

Put a ring around the word that do not belong with the other words.

yet	you	pet	young
yes	yours	yet	you
get	yours	year	pout
yell	our	yarn	your

WORD ANALYSIS

LESSON IV

Put a ring around each y word you see.

you	eat	fell	near
pet	yet	well	year
bit	wet	yell	dear
yes	yellow	yes	yard
your	mellow	you	part

Put a ring around the word that do not belong with the other words.

yet	you	pet	young
yes	yours	yet	you
eat	yours	year	part
yell	our	year	your

WEEK I

REVIEW

Words on the board:

Draw a line between two spelling words.

you		I
the		in
I		we
in		your
a		and
of		the
to		you
we		a
be		be
and		to

1. Something we drink to make us strong and healthy. milk

2. The name of a spring month. May

3. The store where we buy meat. market

4. Something we use to buy things with. money

Put in the missing letters.

5. The name of an animal we see at the zoo. monkey	y_u	_n	w_
6. The name of a kind of tree. maple	_f	th_	b_
7. Something we take when we are sick. medicine	t_	_nd	yo_
8. The name of the person who brings our letters and packages. mailman.			

9. Something that is given to all heroes. medal

10. Something we all like to ride on at the circus or fair. merry-go-round.

WEEK 1

REVIEW

Draw a line between two spelling words.

I	you
	the
in	I
we	in
your	a
and	of
the	to
you	we
a	be
be	and
to	
of	

Put in the missing letters.

_u	_n	_w
_f	_ch	_p
_t	_nd	_vo

WORD ANALYSIS

LESSON V

Words on the board. *each pair of letters that are alike.*

milk	my	mine	may
meet	me	might	mew
make	mend	must	met

Say these m words after me.

Does anyone's name begin with M?

Look at the chart. Let us say the names of the things on the chart. Look at home for pictures of things that begin with m.

Can you tell me the answer to these riddles? The words begin with m.

1. Something we drink to make us strong and healthy. milk
2. The name of a spring month. May
3. The store where we buy meat. market
4. Something we use to buy things with. money
5. The name of an animal we see at the zoo. monkey
6. The name of a kind of tree. maple
7. Something we take when we are sick. medicine
8. The name of the person who brings our letters and packages. mailman.
9. Something that is given to all heroes. medals
10. Something we all like to ride on at the circus of fair. merry-go-round.

WORD ANALYSIS

LESSON V

Words on the board.

say	mine	my	milk
new	might	me	meet
net	must	mind	make

Say these m words after me.

Does anyone's name begin with m?

Look at the chart. Let us say the names of the things on the chart. Look at some for pictures of things that begin with m.

Can you tell me the answer to these riddles? The words

begin with m.

1. Something we drink to make us strong and healthy. milk
2. The name of a spring month. May
3. The store where we buy food. market
4. Something we use to buy things with. money
5. The name of an animal we see at the zoo. monkey
6. The name of a kind of tree. maple
7. Something we take when we are sick. medicine
8. The name of the person who brings our letters and packages. mailman.
9. Something that is given to all heroes. medals
10. Something we all like to ride on at the circus of fair. merry-go-round.

WORD ANALYSIS

LESSON V

Put a ring around each pair of letters that are alike.

m-n	m-m	m-n	m-s
m-m	m-p	m-a	m-t
m-a	m-m	m-r	m-m
m-c	m-n	m-m	m-n
m-m	m-s	m-m	m-m

Put a ring around the words that begin like me.

make	be	my
name	me	by
man	we	by
my	went	man
game	meat	neat

WORD ANALYSIS

LESSON V

Put a ring around each pair of letters that are alike.

m-n	n-m	m-m	m-n
m-p	p-m	m-p	m-m
m-t	t-m	m-t	m-m
m-h	h-m	m-h	m-m
m-l	l-m	m-l	m-m

Put a ring around the words that begin like me.

make	be	my
name	me	by
man	we	by
my	went	man
game	meat	best

PROGRAM - WEEK II

SPELLING

WORD ANALYSIS

FIRST DAY

LESSON VI

my

s

me

he

at

SECOND DAY

LESSON VII

so

c (hard sound)

go

it

is

THIRD DAY

LESSON VIII

can

d

do

FOURTH DAY

LESSON IX

Pre-test

g (hard sound)

Individual Help

FIFTH DAY

LESSON X

Final test of

h

week's words

Check for auditory

discrimination

PROGRAM - WEEK 11

WORD ANALYSIS

SPELLING

LESSON VI

FIRST DAY

a

my

me

he

at

LESSON VII

SECOND DAY

c (hard sound)

so

no

it

is

LESSON VIII

THIRD DAY

d

can

do

LESSON IX

FOURTH DAY

e (hard sound)

pre-test

Individual Help

LESSON X

FIFTH DAY

h

Final test of

Check for auditory

week's words

discrimination

WORD ANALYSIS

LESSON VI

Words on the board. Each time you see it.

so	say	soon	sun
see	same	sound	some
sat	sang	side	sail

Say these s words after me.

Does anyone's name begin with s?

Look at the chart. Say the names of the things in the pictures with me. Look at home for pictures of things that begin with s.

Can you answer these questions with a word that begins with s?

1. What do you always have on your birthday? surprise
2. What word tells how you feel when something terrible happens? sad
3. Who works on a boat? sailor
4. What do you sometimes bring for lunch? sandwich
5. How do pickles taste? sour
6. What do you use to cut wood? saw
7. What are dresses sometimes made of? satin
8. What do you put on an egg? salt
9. What do you plant in a garden? seed
10. What do you play in at the beach? sand

WORD ANALYSIS

LESSON VI

Words on the board.

so	say	soon	sun
see	same	sand	some
eat	eat	side	cell

Say these words after me.

Does anyone's name begin with s?

Look at the chart. Say the names of the things in the

pictures with me. Look at home for pictures of things

that begin with s.

Can you answer these questions with a word that begins

with s?

1. What do you always have on your birthday? surprise

2. What word tells how you feel when something terrible

happens? sad

3. Who works on a boat? sailor

4. What do you sometimes bring for lunch? sandwich

5. How do pickles taste? sour

6. What do you use to cut wood? saw

7. What are dresses sometimes made of? silk

8. What do you put on an egg? salt

9. What do you plant in a garden? seed

10. What do you play in at the beach? sand

WORD ANALYSIS

LESSON VI

Put a ring around s each time you see it. sy, se, su, st.

c o s e d u r e r: Flash the card, p y." Have the s children tell a
a u the word. b rite the word n on the board e r
s On t m card for s a of the s t e e f words. s
e Have s the children c atch the f l e s s cards with s z
s rds on the b y. s c s

Then have the children tell you the word you erase.

Next ask, "Which words begin with s?" Who can

Match the words by putting in s. Who can spell "sa?"

Write it on the board. fun - sun .

Which new word rhymes with "sa?" "he." What

1. it - sit

letter does it begin with? Spell it. Write it on the

2. go - so

board. Who can write two more words that rhyme with "he"

3. get - set

and "sa?"

4. cat - sat

Flash card with "at" on it. What is our last

5. come - some

new word? Spell it and write it on the board. Can you

6. noon - soon

think of any other words that rhyme with "at?" cat, rat,

7. came - same

hat, sat, bat. Have different children go to the board and

underline "at" in each of the words.

Watch and spell the spelling word as I erase it.

Have them spell the word as it is flashed on the

card.

WORD ANALYSIS

LESSON VI

Put a ring around s each time you see it.

c	s	p	s
s	f	n	s
s	m	s	f
e	s	c	s
s	y	s	c

Match the words by putting in s.

fun - sun

1. it - _is
2. go - _o
3. get - _et
4. cat - _at
5. come - _ome
6. noon - _oon
7. came - _ame

Pronounce the WEEK II have them spell it.

FIRST DAY

Materials: Flash cards of the new words: my, me, he, at.

Procedure: Flash the card, "my." Have the children tell you the word. Write the word on the board.

Do the same for each of the other words.

Have the children match the flash cards with the words on the board.

Then have the children tell you the word you erase.

Next ask, "Which words begin with m?" Who can spell "my?" Write it on the board. Who can spell "me?" Write it on the board.

Which new word rhymes with "me?" "he." What letter does it begin with? Spell it. Write it on the board. Who can write two more words that rhyme with "he" and "me?"

Flash card with "at" on it. What is our last new word? Spell it and write it on the board. Can you think of any other words that rhyme with "at?" cat, rat, hat, sat, that. Have different children go to the board and underline "at" in each of the words.

Watch and spell the spelling word as I erase it.

Have them spell the word as it is flashed on the card.

WEEK II

FIRST DAY

Materials: Flash cards of the new words: my, me, he, at.

Procedure: Flash the card, "my." Have the children tell

you the word. Write the word on the board.

Do the same for each of the other words.

Have the children match the flash cards with the

words on the board.

Then have the children tell you the word you erase.

Next ask, "Which words begin with m?" Who can

spell "my?" Write it on the board. Who can spell "me?"

Write it on the board.

Which new word rhymes with "me?" "he." What

letter does it begin with? Spell it. Write it on the

board. Who can write two more words that rhyme with "he?"

and "me?"

Flash card with "at" on it. What is our last

new word? Spell it and write it on the board. Can you

think of any other words that rhyme with "at?" cat, rat,

bat, sat, that. Have different children go to the board and

underline "at" in each of the words.

Watch and spell the spelling word as I erase it.

Have them spell the word as it is flashed on the

card.

Pronounce the word and have them spell it.

FIRST DAY

Put a ring around we each time you see it.

we	can	them	be
my	no	by	so
an	my	no	no
me	at	we	we

Put a ring around by each time you see it.

no	my	we	by
my	by	why	my
man	my	my	no
we	an	my	my

Put a ring around at in each of these words.

cat	cat	rat	bat	mat
-----	-----	-----	-----	-----

Write your spelling words here.

no	_____	_____	_____
my	_____	_____	_____
at	_____	_____	_____

Pronounce the word and have them spell it.

WEEK II

FIRST DAY

Put a ring around me each time you see it.

me	man	them	be
my	me	by	we
am	my	me	me
me	at	we	me

Put a ring around my each time you see it.

me	my	we	by
my	by	why	my
man	my	my	me
me	am	my	my

Put a ring around at in each of these words.

sat	cat	rat	hat	mat
-----	-----	-----	-----	-----

Write your spelling words here.

me	_____	_____	_____
my	_____	_____	_____
at	_____	_____	_____

WEEK II

FIRST DAY

Put a ring around me each time you see it.

me	man	them	be
my	me	by	we
an	my	me	me
me	at	we	me

Put a ring around my each time you see it.

me	my	we	by
my	by	why	my
man	my	my	me
me	an	my	my

Put a ring around at in each of these words.

eat	cat	fat	bat	mat
-----	-----	-----	-----	-----

Write your spelling words here.

me	_____	_____	_____
my	_____	_____	_____
at	_____	_____	_____

WEEK II

FIRST DAY

Put a ring around each word that begins like he.

bit	he	ham	as
hit	be	am	has
sit	help	hurt	bat
hat	him	is	had

Put a ring around each word that rhymes with he.

hem	be	was	my
he	my	be	me
we	me	so	we
by	am	we	she

Write your new words here.

me	he	my	at
----	----	----	----

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5. The man who builds houses. carpenter

6. An animal with a hump in its back. camel

7. Part of a train. car

8. A baby cow. calf

9. Something sweet you like to eat. candy

WEEK II

FIRST DAY

Put a ring around each word that begins like he.

hit	he	ham	as
hit	be	em	hes
hit	help	hurt	bat
hat	him	is	had

Put a ring around each word that rhymes with he.

ham	be	was	my
he	my	be	me
we	me	so	we
by	am	we	she

Write your new words here.

me	be	my	at
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

10. A yellow bird the WORD ANALYSIS. cary

LESSON VII

Words on the board.

coat	corn	cart	cook
can	call	came	cut
come	car	cap	coat
cold	cat	cake	cup

Say these c words after me.

Does anyone's name begin with c?

Look at the chart. Say the names of things with me. They all begin with c. Can you find some pictures of things that begin with c at home? We will put them on the chart. Can you tell me the answer to these riddles. The words all begin with c.

1. The man who mends your shoes. cobbler
2. Something good for boys and girls to drink for breakfast.
cocoa
3. Something we burn in a stove. coal
4. The noise a crow make. caw, caw
5. The man who builds houses. carpenter
6. An animal with a hump in its back. camel
7. Part of a train. caboose.
8. A baby cow. calf
9. Something sweet you like to eat. candy

WORD ANALYSIS

LESSON VII

Words on the board.

cost	corn	cart	cook
can	call	came	cut
come	car	cap	coat
cold	cat	cake	cup

Say these c words after me.

Does anyone's name begin with c?

Look at the chart. Say the names of things with c. They

all begin with c. Can you find some pictures of things

that begin with c at home? We will put them on the chart.

Can you tell me the answer to these riddles. The words all

begin with c.

1. The man who mends your shoes. cobbler

2. Something good for boys and girls to drink for breakfast.

cocoa

3. Something we burn in a stove. coal

4. The noise a crow makes. caw, caw

5. The man who builds houses. carpenter

6. An animal with a hump in its back. camel

7. Part of a train. caroose.

8. A baby cow. calf

9. Something sweet you like to eat. candy

10. A yellow bird that sings sweetly. canary

LESSON VII

Put a ring around g.

g	a	c	a	s
h	e	d	e	c
t	e	r	e	s
s	m	c	a	a
e	e	n	e	c

Put a ring around the word that does not belong with the others.

can	so	be
could	some	am
some	say	by
come	said	and

Draw 2 things that begin with g.

WORD ANALYSIS

LESSON VII

Put a ring around c.nds of the new words: so, go, it, is.

Procedure: Show them the word, "so." Have the children

all you the word. Write it on the board. c c

c Do the same for each of the other c words. o

s Have them tell you the words as you erase them. a

g on the board c a e c

Which of the new words rhyme? Spell "so." Write

it on the board. Spell "go" and have it written on the

board. Put a ring around the word that does not belong with the

others.

Flash card with "it" on it. Have someone spell it

can so be

could come me

tell you some words that rhyme with "it." sit, bit, hit, pit,

some say my

Have different children underline "it" in each word.

come said man

Flash card with "is" on it. Have someone spell

the word for you and write it on the board. Have the

Draw 2 things that begin with c.

children tell you words that rhyme with "is." his, this.

Children go to the board and underline "is" in each word.

Have the children spell the spelling words as you

erase them off the board.

Flash cards and have words spelled.

Procedure the words and have the words written on

the board.

WEEK II

SECOND DAY

Materials: Flash cards of the new words: so, go, it, is.

Procedure: Show them the word, "so." Have the children tell you the word. Write it on the board.

Do the same for each of the other words.

Have them tell you the words as you erase them from the board.

Which of the new words rhyme? Spell "so." Write it on the board. Spell "go" and have it written on the board.

Flash card with "it" on it. Have someone spell it for you and write it on the board. Call on children to tell you some words that rhyme with "it." sit, bit, hit, pit, Have different children underline "it" in each word.

Flash card with "is" on it. Have someone spell the word for you and write it on the board. Have the children tell you words that rhyme with "is." his, this. Children go to the board and underline "is" in each word.

Have the children spell the spelling words as you erase them off the board.

Flash cards and have words spelled.

Pronounce the words and have the words written on the board.

WEEK II

SECOND DAY

so go it is

Put the new words in the sentences.

1. It ____ a little kitten.
2. ____ likes to play.
3. See it ____!
4. It runs ____ it can have fun.
5. It ____ Pam's kitten.
6. ____ is black and white.
7. See ____ run!
8. It ____ a pretty kitten.

Write the two words that rhyme.

1. The little girl wanted a new toy. _____
2. Please open the (door). _____

Write the 2 words that begin with i.

3. The blade of the knife was very (sharp). _____
4. The men were digging a deep (hole). _____

5. As the children were walking through the woods they saw some (deer).

WORD ANALYSIS

LESSON VIII

Words on the board.

do	did	dog	day
dear	deep	dent	dime
down	dark	ducks	dance

Say these d words after me.

Does anyone's name begin with d?

Look at the chart. Say the names of the things with me.

Look at home for more pictures of things that begin with d.

We will put them on the chart.

Can you finish these sentences. The words begin with d.

1. When a tooth aches, you go to a (dentist).
2. Nancy bought some candy for a (dime).
3. The little girl wanted a new baby (doll).
4. Please open the (door).
5. When we are sick, we call a (doctor).
6. The blade of the knife was very (dull).
7. The men were digging a deep (ditch).
8. As the children were walking through the woods they saw
some (deer).

WORD ANALYSIS

LESSON VIII

p	n	c	g	f	d
b	d	s	b	b	m
d	b	r	p	d	d
c	d	p	d	a	p
m	a	d	o	d	b

Put these words under their beginning letters.

day	can	dime	some
boy	see	come	been
dog	doll	do	but
say	be	so	could
call	sat	cat	dime

<u>s</u>	<u>d</u>	<u>c</u>	<u>b</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WORD ANALYSIS

LESSON VIII

p	n	c	e	f	d
b	d	a	p	d	m
c	p	r	p	d	d
e	d	p	d	s	p
m	a	d	o	d	p

Put these words under their beginning letters.

day	can	dime	some
boy	see	come	been
dog	bell	so	but
easy	be	se	could
cell	eat	eat	dime
<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WEEK II

THIRD DAY

Materials: Flash cards of the new words: can and do.

Picture of a can.

Procedure: Flash card with "do" on it. Have the children tell you the word and write it on the board.

Do the same for the word, "can."

What new word begins with d? Have the word spelled and have the child write it on the board.

Flash the card with "can" on it. Have someone spell it and write it on the board. Show them the picture and explain that "can" can mean a can of food or juice. Then write this sentence on the board. Can you do this trick? In this sentence "can" means "are you able to do" this trick. Have them give you other sentences in which "can" means "to be able to do something."

Erase the work from the board. Then use flash cards and have the children spell the words for you.

Pronounce the words and have the children write them on the board.

Review the words of the week in the same way.

WEEK II

THIRD DAY

Materials: Flash cards of the new words: can and do.

Picture of a can.

Procedure: Flash card with "do" on it. Have the children

spell you the word and write it on the board.

Do the same for the word, "can."

What new word begins with d? Have the word

spelled and have the child write it on the board.

Flash the card with "can" on it. Have someone

spell it and write it on the board. Show them the picture

and explain that "can" can mean a can of food or juice.

Then write this sentence on the board. Can you do this trick?

In this sentence "can" means "are you able to do" this trick.

Have them give you other sentences in which "can" means "to

be able to do something."

Erase the work from the board. Then use flash

cards and have the children spell the words for you.

Pronounce the words and have the children write

them on the board.

Review the words of the week in the same way.

WEEK II

THIRD DAY

Put a ring around can each time you see it.

could	can	cart	coat
come	cold	can	corn
can	cat	car	car
call	can	came	can

Put a ring around do each time you see it.

go	did	do	do
do	dog	so	to
to	do	do	do
so	day	to	go

Match these words with your spelling words.

to -

go -

man -

we -

WEEK II

THIRD DAY

Put a ring around can each time you see it.

could	can	cost	cost
come	cold	can	corn
can	cat	car	cat
call	can	came	can

Put a ring around do each time you see it.

do	did	do	do
do	dog	so	to
to	go	do	do
so	day	to	do

Match these words with your spelling words.

to - ____
 do - ____
 can - ____
 we - ____

WORD ANALYSIS

LESSON IX

Words on the board.

go	game	got	gift
get	girl	gallop	gave
good	gold	garden	goose

Say these g words after me.

Look at the chart. Say the names of the pictures with me.

Look at home for pictures of things that begin with g.

We will put them on the chart.

Can you finish these sentences. The words begin with g.

1. We keep a car in a (garage).
2. When we are happy, we are (gay).
3. We had to walk through a (gate).
4. Father asked the man to fill the car up with (gasoline).
5. Where are you (going).
6. A soldier always has a (gun).
7. An animal that always likes to bunt with its horns is a (goat).
8. If you don't know the answer (guess).

WORD ANALYSIS

LESSON IX

Put a ring around each word that begins with g.

so	good	got	old
go	wood	get	gold
do	gave	pet	told
to	wave	met	sold

Match the g words that rhyme with these words.

so	get
wood	got
fold	game
save	go
pet	gold
name	good

Draw 2 things that begin with g.

Write the spelling word you find in his.

Write the spelling word you find in sit.

WORD ANALYSIS

LESSON IX

Put a line around each word that begins with g.

old	got	good	so
gold	get	wood	go
fold	pet	gave	do
sold	met	wave	to

Match the g words that rhyme with these words.

get	so
got	wood
game	fold
go	save
gold	pet
good	name

Draw 2 things that begin with g.

WEEK III

REVIEW

Your new words

my	he	so	it	can
me	at	go	is	do

Write two words that begin with m.

Look at the chart _____

Write two words that rhyme with we.

of things that begin with w _____

Write the word that rhymes with so.

1. When you wish to ask _____

Write the word that rhymes with man.

3. Have you read the story _____

Write the word that rhymes with go.

5. The farmer was happy _____

Write the spelling word you find in cat.

7. Sometimes when we are _____

Write the spelling word you find in his.

9. But it is true that _____

Write the spelling word you find in sit.

WEEK III

REVIEW

Your new words

can	it	so	he	my
do	is	go	at	me

Write two words that begin with m.

Write two words that rhyme with wa.

Write the word that rhymes with so.

Write the word that rhymes with man.

Write the word that rhymes with go.

Write the spelling word you find in cat.

Write the spelling word you find in his.

Write the spelling word you find in sit.

WORD ANALYSIS

LESSON X

Words on the board. *the pairs of letters that are alike.*

hit	horn	he	his
had	horse	have	her
him	happy	house	had

Say these h words after me.

Look at the chart. Say the names of the things after me.

These things all begin with h. Look at home for pictures of things that begin with h. We will put them on the chart.

Can you finish these sentences? The words begin with h.

1. When you wish to answer a question, you raise your (hand).
2. We comb our (hair).
3. Have you read the story of "The Little Red (Hen)?"
4. You wear a hat on your (head).
5. The farmer was bringing in a big load of (hay).
6. The girls all like to play (hopscotch).
7. Sometimes when we are sick, we have to go to the (hospital).
8. When it is time for supper we are all (hungry).

WORD ANALYSIS

LESSON 1

Words on the board.

his	he	horn	hit
her	have	horse	had
had	house	happy	him

Say these h words after me.

Look at the chart. Say the names of the things after me.

These things all begin with h. Look at home for pictures

of things that begin with h. We will put them on the chart.

Can you finish these sentences? The words begin with h.

1. When you wish to answer a question, you raise your (hand).

2. We comb our (hair).

3. Have you read the story of "The Little Red (Head)?"

4. You wear a hat on your (head).

5. The farmer was bringing in a big load of (hay).

6. The girls all like to play (hopsotch).

7. Sometimes when we are sick, we have to go to the

(hospital).

8. When it is time for supper we are all (hungry).

WORD ANALYSIS

LESSON X

Put a ring around the pairs of letters that are alike.

h-n	h-b	p-h	h-h
h-h	h-n	n-h	h-h
c-h	h-h	b-h	h-n
b-h	h-p	h-h	h-b

Draw a picture of something that begins with h for each sentence.

1. I live in a

2. Two animals on the farm.

WORD ANALYSIS

LESSON X

Put a line around the pairs of letters that are alike.

h-n	h-n	h-n	h-n
h-n	h-n	h-n	h-n
h-n	h-n	h-n	h-n
h-n	h-n	h-n	h-n

Draw a picture of something that begins with h for each sentence.

1. I live in a

2. Two animals on the farm.

WORD ANALYSIS

REVIEW

Have the children number the lines on their papers from one to twenty. Then they are to put down just the first letter of the words you give. The words are listed below.

beach	honey
candy	Henry
sun	toy
meat	market
basket	game
years	donkey
dime	garden
head	bicycle
yarn	same
camel	balloons

WORD ANALYSIS

REVIEW

Have the children number the lines on their papers from one to twenty. Then they are to put down just the first letter of the words you give. The words are listed below.

honey	beach
Henry	candy
joy	sun
market	nest
game	basket
coney	years
garden	dime
picnic	head
game	yearn
balloons	camel

PROGRAM - WEEK III

SPELLING

LESSON XI WORD ANALYSIS

Review FIRST DAY words.

LESSON XI

Ask the child to tell you some words which (review)

Ask them to tell you the word which they had in spelling that

began with not Write them on the board.

Have these as sentences on the board. Ask them to read the

first sentence and then tell you which th word fills the

blank in the second sentence.

SECOND DAY

LESSON XII

have

wh

1. Dick and Nancy went to the store.

good

(They) went to the store.

when

2. Please put the book over on the table.

are

Please put the book over (there).

3. Mother gave candy to Dick and Nancy.

THIRD DAY

LESSON XIII

Mother gave some candy to (them).

she

sh

4. Here is a book. Give (this) book to Nancy.

very

5. Take the book off the chair and give (it) back to

FOURTH DAY

LESSON XIV

Nancy.

Pre-test

v

Individual Help

FIFTH DAY

LESSON XV

Final test of

n

week's words

Check for auditory
discrimination

PROGRAM - WEEK III

WORD ANALYSIS

LESSON XI

th (review)

LESSON XII

wh

LESSON XIII

sh

LESSON XIV

v

LESSON XV

n

Check for ambiguity

disambiguation

SPELLING

FIRST DAY

there

this

not

as

SECOND DAY

have

good

when

are

THIRD DAY

she

very

FOURTH DAY

Pre-test

Individual Help

FIFTH DAY

Final test of

week's words

WORD ANALYSIS

LESSON XI

Review of the th words.

Ask the children to tell you some words that begin with th.

Ask them to give the word which they had in spelling that began with th. Write them on the board.

Have these sentences on the board. Ask them to read the first sentence and then tell you which th word fills the blank in the second sentence.

1. Dick and Nancy went to the store.

(They) went to the store.

2. Please put the book over on the table.

Please put the book over (there).

3. Mother gave some candy to Dick and Jane.

Mother gave some candy to (them).

4. Here is a book. Give (this) book to Robert.

5. Take the book off the chair and give (that) book to Nancy.

WORD ANALYSIS

LESSON XI

Review of the th words.

Ask the children to tell you some words that begin with th.

Ask them to give the word which they had in spelling that

began with th. Write them on the board.

Have these sentences on the board. Ask them to read the

first sentence and then tell you which th word fills the

blank in the second sentence.

1. Dick and Nancy went to the store.

(They) went to the store.

2. Please put the book over on the table.

Please put the book over (there).

3. Mother gave some candy to Dick and Jane.

Mother gave some candy to (them).

4. Here is a book. Give (this) book to Robert.

5. Take the book off the chair and give (that) book to

Nancy.

WORD ANALYSIS

LESSON XI

Draw a line from the word in the column to the same word in the house.

there

this

the

that

this

there

the

that

the

this

there

that

the

there

this

that

WORD ANALYSIS

LESSON XI

Draw a line from the word in the column to the same word
in the house.



there

this

the

that

this

there

the

that

the

this

there

that

WEEK III

FIRST DAY

Materials: Flash cards of the new words: there, this, as not.

Procedure: Flash the word, "there." Have the children tell you the word. Then you write it on the board.

Do the same for the other new words.

Ask the children if they can tell you which two words begin with th. Have them spell the word and write it on the board. Have them underline the th in each word. Point out that the word, "this" has a little word in it. Have someone underline is. Have several spell "this" and write it on the board. Have several spell "there" and write it on the board.

Ask them to tell you which word starts with the same letter as at. Have them spell "as" and write it on the board. Write ask and has on the board and have them underline "as" in each word.

The next new word is "not". Have them tell you what letter it begins with. Spell it and write it on the board.

Have them spell the words as they are erased from the board.

Flash card and have them spell word and write

WEEK III

FIRST DAY

Materials: Flash cards of the new words: there, this, as

not.

Procedure: Flash the word, "there." Have the children tell

you the word. Then you write it on the board.

Do the same for the other new words.

Ask the children if they can tell you which

two words begin with th. Have them spell the word and

write it on the board. Have them underline the th in each

word. Point out that the word, "this" has a little word

in it. Have someone underline it. Have several spell

"this" and write it on the board. Have several spell "there"

and write it on the board.

Ask them to tell you which word starts with

the same letter as as. Have them spell "as" and write it on

the board. Write ask and has on the board and have them

underline "as" in each word.

The next new word is "not". Have them tell

you what letter it begins with. Spell it and write it on the

board.

Have them spell the words as they are erased from

the board.

Flash card and have them spell word and write

it on the board.

LESSON III

Do the same pronouncing the word.

FIRST DAY

Put a ring around there each time you see it.

then	that	here	there
there	this	there	their
then	there	them	them
there	there	then	there

Put a ring around this each time you see it.

that	this	then	the
then	then	there	this
this	this	this	then
then	then	this	that

Write your new words here.

there	this	there	this
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

it on the board.

Do the same pronouncing the word.

WEEK III

FIRST DAY

Put a ring around there each time you see it.

them	that	here	there
there	this	there	their
then	there	them	them
there	there	then	there

Put a ring around this each time you see it.

that	this	them	the
then	than	there	this
this	this	this	then
them	then	this	that

Write your new words here.

there	this	there	this
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WEEK III

FIRST DAY

Put a ring around there each time you see it.

there	here	that	them
their	there	this	there
then	them	there	then
there	then	there	there

Put a ring around this each time you see it.

the	them	this	that
this	there	than	then
then	this	this	this
that	this	then	then

Write your new words here.

this	there	this	there
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WEEK III

FIRST DAY

Put a ring around not each time you see it.

hot	not	lot	note
not	hot	now	not
got	no	not	none
lot	not	now	not

Look at the chart and say these names of the things that

Put a ring around as each time you see it.

at	as	at	as
am	am	as	is
as	at	am	at
is	ate	is	as

Write your spelling words here.

as	not	as	not
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WEEK III

FIRST DAY

Put a ring around not each time you see it.

not	not	not	not
not	not	not	not
not	not	not	not
not	not	not	not

Put a ring around as each time you see it.

as	as	as	as
as	as	as	as
as	as	as	as
as	as	as	as

Write your spelling words here.

as	not	as	not
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WORD ANALYSIS

LESSON XII

Words on the board.

why	what	white	whip
when	where	wheat	while
whisper	whistle	which	wheel

Say these wh words after me.

Look at the chart and say these names of the things that begin with wh with me.

Have these sentences written on the board.

1. Where are you going?
2. What are you going to buy?
3. I am going to buy a wheel for my bike.
4. May I go with you, when you go?

Have the children read the sentences and underline the wh words in each one.

WORD ANALYSIS

LESSON XII

Words on the board.

why	what	while	whip
when	where	wheel	while
whisper	whistle	which	wheel

Say these wh words after me.

Look at the chart and say these names of the things that

begin with wh with me.

Have these sentences written on the board.

1. Where are you going?

2. What are you going to buy?

3. I am going to buy a wheel for my bike.

4. May I go with you, when you go?

Have the children read the sentences and underline the wh

words in each one.

WORD ANALYSIS

LESSON XII

Put a ring around each word that begins with wh.

there	why	what	went
where	the	when	white
then	which	that	while
when	went	want	when

Match the wh words.

what	went
where	white
when	which
white	what
wheat	where
which	when
	wheat

WORD ANALYSIS

LESSON XII

Put a ring around each word that begins with wh.

there	why	what	went
where	the	when	wise
then	which	that	while
when	went	went	when

Match the wh words.

what	went
where	wise
when	which
while	that
what	where
which	when
	what

WEEK III

SECOND DAY

Materials: Flash cards of the new words: when, have, good, are.

Procedure: Flash card with when on it. Have the children tell you the word. Write it on the board.

Do the same for the other words.

Have them tell you the word as you erase it from the board.

Ask them which word begins with wh. Flash card and have them spell it for you and write it on the board.

Ask them which word begins with g. Have someone spell it and write it on the board.

Ask them to tell you the word that begins with h. Have them spell it and write it on the board.

Flash card and ask who can spell the last new word. Have someone write it on the board.

Erase the words from the board and have them spell them as you do it.

Flash cards and have them spell the words and write them on the board.

Then have the children spell the word and write it as you pronounce it.

WEEK III

SECOND DAY

Materials: Flash cards of the new words: when, have, good, are.

Procedure: Flash card with when on it. Have the children tell you the word. Write it on the board.

Do the same for the other words. Have them tell you the word as you erase it from

the board.

Ask them which word begins with wh. Flash card and have them spell it for you and write it on the board.

Ask them which word begins with h. Have someone spell it and write it on the board.

Ask them to tell you the word that begins with h. Have them spell it and write it on the board.

Flash card and ask who can spell the last new word. Have someone write it on the board.

Erase the words from the board and have them spell them as you do it.

Flash cards and have them spell the words and write them on the board.

Then have the children spell the word and write it as you pronounce it.

WEEK III

SECOND DAY

Find your new words in the story.

whenhavegoodare

Bobby

When Mother went to the store,

She got some candy.

She gave it to Bobby.

Mother said, "You are a good boy."

Bobby said, "Thank you, Mother.

You have some candy, too."

Write your words in these sentences.

1. Bobby was a _____ boy.

2. Bobby said, "You _____ some candy, too."

3. Mother said, "You _____ a good boy."

Write your words here.

have

when

are

good

WEEK III

SECOND DAY

Find your new words in the story.

when

have

good

are

Bobby

When Mother went to the store,

She got some candy.

She gave it to Bobby.

Mother said, "You are a good boy."

Bobby said, "Thank you, Mother."

You have some candy, too."

Write your words in these sentences.

1. Bobby was a _____ boy.

2. Bobby said, "You _____ some candy, too."

3. Mother said, "You _____ a good boy."

Write your words here.

have

when

are

good

WORD ANALYSIS

LESSON XIII

Words on the board.

shoe	she	shell	shovel
shop	shot	show	short
ship	shall	shout	shirt

Say these sh words after me.

Look at home and see if you can find pictures of things that begin with sh. We will make a chart.

Can you finish these sentences? The words begin with sh.

1. Do you know the story of the "Elves and the (Shoemaker)?"
2. The sun began to (shine).
3. We all like to eat strawberry (shortcake).
4. Hurry or we will get caught in a rain (shower).
5. You will trip if you don't tie your (shoestrings).
6. A lamb is a baby (sheep).
7. When you stand in the sun, you can see your (shadow).

WORD ANALYSIS

LESSON XIII

Words on the board.

shoe	she	shell	shovel
shop	shot	show	short
ship	shall	shout	shirt

Say these sh words after me.

Look at home and see if you can find pictures of things

that begin with sh. We will make a chart.

Can you finish these sentences? The words begin with sh.

1. Do you know the story of the "Shives and the (Shoemaker)?"
2. The sun began to (shine).
3. We all like to eat strawberry (shortcake).
4. Hurry or we will get caught in a rain (shower).
5. You will trip if you don't tie your (shoelaces).
6. A lamb is a baby (sheep).
7. When you stand in the sun, you can see your (shadow).

WORD ANALYSIS

LESSON XIII

Put a ring around the pairs of letters that are alike.

sh-sh	wh-sh	th-sh
th-sh	sh-sh	sn-sh
sh-sh	th-sh	sh-sh
sh-sm	sh-sh	sh-th

Put a ring around sh words.

she	stand	shell
start	shut	smell
shall	that	shot
snare	shout	that

Draw 2 thnings that begin with sh.

WORD ANALYSIS

LESSON XIII

Put a ring around the pairs of letters that are alike.

sh-sh	wh-sh	th-sh
sh-sh	sh-sh	sh-sh
sh-sh	th-sh	sh-sh
sh-sh	sh-sh	sh-sh

Put a ring around sh words.

sh	sh	sh
sh	sh	sh
sh	sh	sh
sh	sh	sh

Draw 2 rhinings that begin with sh.

WEEK III

THIRD DAY

Materials: Flash cards of the new words: she, very.

Procedure: Flash card of the word, she. The children tell you the word and you write it on the board.

Do the same for the word, very.

Listen and tell me what two letters the word, she begins with. Have someone spell it and write it on the board.

The other new word is very. Write it on the board and have the children spell it with you. Erase it and have one of the children spell it and write it on the board. Give many of the children this practice.

Have the words spelled as they are erased from the board.

Flash the cards and have them spell the words and write them on the board.

Pronounce the words and have them spelled and written on the board.

Review the words of the week following the last two steps.

Week III

Third Day

Materials: Flash cards of the new words: she, very.

Procedure: Flash card of the word, she. The children tell

you the word and you write it on the board.

Do the same for the word, very.

Listen and tell me what two letters the word, she

begins with. Have someone spell it and write it on the

board.

The other new word is very. Write it on the

board and have the children spell it with you. Erase it

and have one of the children spell it and write it on the

board. Give many of the children this practice.

Have the words spelled as they are erased from

the board.

Flash the cards and have them spell the words

and write them on the board.

Pronounce the words and have them spelled and

written on the board.

Review the words of the week following the last

two steps.

WEEK III

THIRD DAY

Put a ring around she each time you see it.

shut	shore	she	shell
she	shot	shoot	she
shall	she	she	shall
she	shoe	shout	she
shout	should	she	show

Put a ring around very each time you see it.

were	was	very	went
very	we	was	very
went	very	were	very
wish	were	very	were
very	way	went	wire

Write your new words here.

very	_____	_____	_____
she	_____	_____	_____

WEEK III

THIRD DAY

Put a ring around the each time you see it.

shut	shore	she	shall
she	shot	shoot	she
shall	she	she	shall
she	shoe	about	she
about	should	she	show

Put a ring around very each time you see it.

were	was	very	went
very	we	was	very
went	very	were	very
wish	were	very	were
very	way	went	wire

Write your new words here.

very	_____	_____	_____
she	_____	_____	_____

WORD ANALYSIS

LESSON XIV

Words on the board.

valentine

very

visit

village

vacation

vase

voice

violin

Say these v words after me.

Can you finish these sentences. The words begin with v.

1. As we walked through the woods, we saw some purple
(violets).

2. Sometimes we have dresses made of (velvet).

3. Carrots, beets, and potatoes are (vegetables).

4. Father often wears a (vest).

5. My favorite kind of ice cream is (vanilla).

Dick and Jane went for a walk.

They saw some blue violets.

The violets were very pretty.

WORD ANALYSIS

LESSON XIV

Words on the board.

valentine	very	visit	village
vacation	vase	voice	violin

Say these v words after me.

Can you finish these sentences. The words begin with v.

1. As we walked through the woods, we saw some purple

(violets).

2. Sometimes we have dresses made of (velvet).

3. Carrots, beets, and potatoes are (vegetables).

4. Father often wears a (vest).

5. My favorite kind of ice cream is (vanilla).

WORD ANALYSIS

LESSON XIV

Put a ring around v each time you see it.

v	w	m	v	w
w	v	w	w	v
m	v	v	u	m
v	m	w	m	v

Put a ring around the v words in this story.

Our Vacation

Dick and Jane went to the farm for a vacation.

They went to visit Grandmother and Grandfather.

Dick and Jane went for a walk.

They saw some blue violets.

The violets were very pretty.

WORD ANALYSIS

LESSON XIV

Put a ring around y each time you see it.

v	w	m	v	w
w	v	w	w	v
m	v	v	m	v
v	m	w	m	v

Put a ring around the y words in this story.

Our Vacation

Dick and Jane went to the farm for a vacation.
They went to visit Grandmother and Grandfather.
Dick and Jane went for a walk.
They saw some blue violets.
The violets were very pretty.

WORD ANALYSIS

LESSON XV

Words on the board.

not	new	nap	nails
never	now	napkin	nest
nice	near	nation	need

Say these n words after me.

Does anyone's name begin with n?

Look at home and bring in pictures of things that begin with n. We will put them on a chart.

Can you finish these sentences. The words begin with n

1. It is dark at (night).
2. In order to sew we need some thread and a (needle).
3. Be quiet, do not make any (noise).
4. A squirrel eats (nuts).
5. We eat lunch at (noon).
6. The man had on a blue shirt and a blue (necktie).
7. Miss _____ is our school(nurse).

WORD ANALYSIS

LESSON XV

Words on the board.

not	new	nap	nails
never	now	nephew	nest
nice	near	nation	need

Say these n words after me.

Does anyone's name begin with n?

Look at home and bring in pictures of things that begin

with n. We will put them on a chart.

Can you finish these sentences. The words begin with n

1. It is dark at (night).

2. In order to sew we need some thread and a (needle).

3. Be quiet, do not make any (noise).

4. A squirrel eats (nuts).

5. We eat lunch at (noon).

6. The man had on a blue shirt and a blue (necktie).

7. Miss _____ is our school(nurse).

WORD ANALYSIS

LESSON XV

Put a ring around n each time you see it.

m	n	m	n	n
n	m	v	m	w
w	m	n	v	n
u	w	n	w	m

Match these words with n words.

go	never
got	near
set	no
dear	not
ever	net
right	night
	napkin

WORD ANALYSIS

LESSON IV

Put a ring around n each time you see it.

n	n	n	n	n
w	n	v	n	n
n	v	n	n	w
n	w	n	w	n

Match these words with n words.

never	to
near	got
no	got
not	best
net	ever
right	right
nekin	

WEEK III

REVIEW

Your spelling words.

there as have when she
this not good are very

Write your spelling words in these sentences.

1. I _____ a little dog.
2. He is _____ good.
3. He is playing over _____.
4. Is _____ your dog?
5. He is _____ as big as Tags.
6. Your dog is not _____ big as you are.
7. Sally is a baby. _____ is little.
8. _____ can you come to play with me?

Week III

Review

Write your spelling words.

There are _____

this not _____

good have _____

are when _____

very she _____

Write your spelling words in these sentences.

1. I _____ a little dog.
2. He is _____ good.
3. He is playing over _____.
4. Is _____ your dog?
5. He is _____ as big as Tera.
6. Your dog is not _____ big as you are.
7. Sally is a baby. _____ is little.
8. _____ can you come to play with me?

WORD ANALYSIS

REVIEW

Number the lines on your paper from 1 to 20. Listen as I say the word and put just the letter one word begins on your paper.

seat	heel
yard	tomato
could	then
did	then
bakery	many
valentine	bad
there	yellow
nine	vase
shore	canary
gate	which
	should

WORD ANALYSIS

REVIEW

Number the lines on your paper from 1 to 20. Listen as I say the word and put just the letter one word begins on your paper.

beef	seat
tomato	yard
then	could
then	did
many	bakery
bad	valentine
yellow	there
vase	nine
canary	shore
which	gate
should	

PROGRAM - WEEK IV

SPELLING

LESSON XV WORD ANALYSIS

FIRST DAY

LESSON XVI

that

th-wh (review)

had

get

on

SECOND DAY

LESSON XVII

your

b-h (review)

yours

but

all

THIRD DAY

LESSON XVIII

was

w

if

FOURTH DAY

LESSON XIX

Pre-test

y-g (review)

Individual Help

FIFTH DAY

LESSON XX

Final test of

r

week's words

Check for auditory
discrimination

PROGRAM - WEEK IV

WORD ANALYSIS

SPELLING

LESSON XVI

FIRST DAY

ch-wh (review)

chat

had

eat

on

LESSON XVII

SECOND DAY

b-h (review)

your

yours

but

all

LESSON XVIII

THIRD DAY

w

was

if

LESSON XIX

FOURTH DAY

y-g (review)

pre-est

Individual Help

LESSON XX

FIFTH DAY

r

Final test of

Check for auditory

week's words

discrimination

WORD ANALYSIS

LESSON XVI

Review of th and wh words.

Repeat these words

there	this	they
then	that	thing

Ask the children to tell you what two letters these words begin with. th.

Repeat these words.

where	why	which
when	what	whistle

Ask the children to tell you what letters these words begin with. wh.

Write these words on the board.

there	then	what
where	when	that

Give a word and have the children tell you which word you have said.

WORD ANALYSIS

LESSON XVI

Review of th and wh words.

Repeat these words

there this they

then that thing

Ask the children to tell you what two letters these words

begin with. th.

Repeat these words.

where why which

when what while

Ask the children to tell you what letters these words begin

with. wh.

Write these words on the board.

there then what

where when that

Give a word and have the children tell you which word you

have said.

WORD ANALYSIS

LESSON XVI

Put the right word in the sentences.

there where

1. _____ are you going?

2. I am going over _____.

that what

3. _____ coat is mine.

4. _____ are you running for?

when then

5. _____ can you come to my house?

6. Read the story _____ color your picture.

WORD ANALYSIS

LESSON XVI

Put the right word in the sentences.
where

1. _____ are you going?

2. I am going over _____.

What

3. _____ coat is mine.

4. _____ are you running for?

When

5. _____ can you come to my house?

6. Read the story _____ color your picture.

then

WEEK IV

FIRST DAY

Materials: Flash cards of the new words: that, had, get, on.

Procedure: Flash card with that on it. Have the children tell you what the new word is. You write it on the board.

Do the same for the other words.

Ask the children to tell you which word begins with th. Have one of them spell it. Write it on the board. Ask what little word they see in it. Have it underlined.

Ask them which word begins with g. Have someone spell it and write it on the board.

Ask them which word begins with h. Have someone spell had and write it on the board.

The last new word is on. Call on a child to spell it and write it on the board.

Have the children spell the words as you erase them.

Pronounce the words and have the children spell them. Then have other children write the words on the board.

WEEK IV

FIRST DAY

Put a ring around that each time you see it.

what	that	there	this
that	than	that	that
when	that	than	that
then	then	them	than

Put a ring around on in these words.

upon	onto
------	------

Write your spelling words here.

that	get	on	had
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WEEK IV

FIRST DAY

Put a ring around that each time you see it.

what	that	there	this
that	than	that	that
when	that	than	that
then	then	then	than

Put a ring around on in these words.

upon onto

Write your spelling words here.

that	set	on	had
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WORD ANALYSIS

LESSON XVII

Review of b and h words. with h to rhyme with these words.

Repeat these words.

book	bent	bake	bill
bump	bend	bang	bag

Ask the children to tell you what letters these words begin with.

Ask them to tell you other words that begin with b. You write them on the board. with b.

Repeat these words.

house	have	had	hill
horse	horn	her	hit

Ask the children to tell you what letter these words begin with.

Ask them to tell you other words that begin with the same letter. You write them on the board.

Ask them what spelling word began with h. he.

WORD ANALYSIS

LESSON XVII

Review of b and h words.

Repeat these words.

book	bent	bake	bill
bump	band	bang	bat

Ask the children to tell you what letter these words begin with.

Ask them to tell you other words that begin with b. You

write them on the board.

Repeat these words.

house	have	had	hill
horse	horn	har	hit

Ask the children to tell you what letter these words begin with.

Ask them to tell you other words that begin with the same

letter. You write them on the board.

Ask them what spelling word began with h. he.

WORD ANALYSIS

LESSON XVII

Write a word that begins with h to rhyme with these words.

1. bat - _____

2. bit - _____

3. beat - _____

4. but - _____

5. bad - _____

Draw 1 thing that begins with b.

Draw 1 thing that begins with h.

WORD ANALYSIS

LESSON XVII

Write a word that begins with h to rhyme with these words.

1. hat - _____

2. hit - _____

3. heat - _____

4. hut - _____

5. had - _____

Draw a thing that begins with h.

Draw a thing that begins with h.

WEEK IV

SECOND DAY

Materials: Flash cards of the new words: your, yours, but, all.

Procedure: Show the word, your. Have the children tell you the word. Then you write it on the board.

Do the same for the other words.

Have them tell you the words as you erase them from the board.

What two words begin with y? Spell your and write it on the board. Spell yours and write it on the board. What do you remember? That you always put the s on the word yours.

Which word begins with b? Spell it and write it on the board.

Flash the card with all on it. Then have the children spell it and write it on the board. Call on different children to tell other words that rhyme with all. Have all underlined in each of these words.

Erase the words from the board.

First, have them spell and write words as you flash cards, then as you pronounce them.

LESSON IV

SECOND DAY

Materials: Flash cards of the new words: your, yours, but,

all.

Procedure: Show the word, your. Have the children tell

you the word. Then you write it on the board.

Do the same for the other words.

Have them tell you the words as you erase them

from the board.

What two words begin with y? Spell your and

write it on the board. Spell yours and write it on the

board. What do you remember? That you always put the s

on the word yours.

Which word begins with b? Spell it and write

it on the board.

Flash the card with all on it. Then have the

children spell it and write it on the board. Call on

different children to tell other words that rhyme with all.

Have all underlined in each of these words.

Erase the words from the board.

First, have them spell and write words as you

flash cards, then as you pronounce them.

WEEK IV

SECOND DAY

Write your or yours in these sentences.

1. This is _____ book.

2. This book is _____.

3. I have _____ hat.

4. This hat is _____.

Say these y words after me.

Put a ring around all in these words.

ball

small

fall

tall

hall

stall

1. We have snow in the (winter).

Write your spelling words here.

your

yours

all

but

1. The gingerbread boy was chased by the little old (woman).

2. At Halloween we always think of black (witches).

3. There are seven days in a (week).

4. We pick up our papers and put them in the (wastebasket).

5. In the summer we like to eat nice juicy (watermelon).

WEEK IV

SECOND DAY

Write your or yours in these sentences.

1. This is _____ book.

2. This book is _____.

3. I have _____ hat.

4. This hat is _____.

Put a ring around all in these words.

ball

small

fall

fall

ball

small

Write your spelling words here.

your

yours

all

but

WORD ANALYSIS

LESSON XVIII

Words on the board.

was	well	way	went
will	wee	wag	wake
walking	wet	won't	week
wishing	work	word	wide

Say these w words after me.

Look at home for pictures of things that begin with w. We will make a chart.

Can you finish these sentences. The words begin with w.

1. We have snow in the (winter).
2. The third little pig was going to the fair with the (wolf).
3. It is warm. Please, open the (window).
4. The gingerbread boy was chased by the little old (woman).
5. At Hallowe'en we always think of black (witches).
6. There are seven days in a (week).
7. We pick up our papers and put them in the (wastebasket).
8. In the summer we like to eat nice juicy (watermellon).

WORD ANALYSIS

LESSON XVIII

Words on the board.

were	well	way	went
will	see	was	wake
walking	wet	won't	weep
wishing	work	word	wide

Say these words after me.

Look at home for pictures of things that begin with w. We

will make a chart.

Can you finish these sentences. The words begin with w.

1. We have snow in the (winter).
2. The third little pig was going to the fair with the (wolf).
3. It is warm. Please, open the (window).
4. The gingerbread boy was chased by the little old (woman).
5. At Halloween we always think of black (witches).
6. There are seven days in a (week).
7. We pick up our papers and put them in the (wastebasket).
8. In the summer we like to eat nice juicy (watermelon).

WORD ANALYSIS

LESSON XVIII

Put a ring around w each time you see it.

v	w	m	v	w
w	w	w	w	v
m	v	v	u	m
v	m	w	m	w

Put a ring around each word that begins with w.

was	was	voice	saw
very	saw	woman	was
men	went	man	were
were	want	want	very

Draw 2 things that begin with w.

WORD ANALYSIS

LESSON XVIII

Put a ring around w each time you see it.

V	W	M	V	W
W	W	W	W	V
M	V	V	M	M
V	M	W	M	W

Put a ring around each word that begins with w.

was	was	voice	was
very	was	woman	was
men	went	man	were
were	went	went	very

Draw 2 things that begin with w.

WORD ANALYSIS

LESSON XIX

Review of the y and g words.

Repeat these words.

yes	you	yet	yours
yard	yarn	yellow	young

Ask the children to tell you what letter these words begin with.

Can you tell me some other words that begin with y? You write them on the board.

Repeat these words.

go	game	get	gift
good	girl	garden	gave

Ask the children to tell you what letter these words begin with.

Ask them to tell you other words that begin with g. You write them on the board.

WORD ANALYSIS

LESSON XIX

Review of the y and e words.

Repeat these words.

yes	you	yet	your
yard	year	yellow	young

Ask the children to tell you what letter these words begin

with.

Can you tell me some other words that begin with y? You

write them on the board.

Repeat these words.

go	game	get	gift
good	girl	garden	gave

Ask the children to tell you what letter these words begin

with.

Ask them to tell you other words that begin with e. You

write them on the board.

WORD ANALYSIS

LESSON XIX

Draw 2 things that begin with g new words: yes, if.

Procedure: Flash the card with yes on it. Have the children tell you what the word is. You write it on the board.

Do the same for the word if.

Have the children tell you the words as you

Put a ring around the y words in these sentences.

1. You were not here yesterday. word begins with y. Have
2. Yes, you may go. write it on the board.
3. Color the yarn yellow. tell you what the other new word is.
4. Pam is a little girl. She is young. the board.

Have the children spell the words as you trace them.

Procedure then have the children spell them and write them on the board.

Review the words of the week in the same way.

WORD ANALYSIS

LESSON XII

Draw 2 things that begin with E

Put a ring around the y words in these sentences.

1. You were not here yesterday.

2. Yes, you may go.

3. Color the yarn yellow.

4. Sam is a little girl. She is young.

WEEK IV

THIRD DAY

Materials: Flash cards of the new words: was, if.

Procedure: Flash the card with was on it. Have the children tell you what the word is. You write it on the board.

Do the same for the word if.

Have the children tell you the words as you erase them from the board.

Ask them which new word begins with w. Have someone spell it and write it on the board.

Have them tell you what the other new word is. Then they can spell it and write it on the board.

Have the children spell the words as you erase them.

Pronounce them and have the children spell them and write them on the board.

Review the words of the week in the same day.

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WEEK IV

THIRD DAY

Materials: Flash cards of the new words: was, it.
Procedure: Flash the card with was on it. Have the children tell you what the word is. You write it on the board.
Do the same for the word it.
Have the children tell you the words as you erase them from the board.
Ask them which new word begins with w. Have someone spell it and write it on the board.
Have them tell you what the other new word is. Then they can spell it and write it on the board.
Have the children spell the words as you erase them.
Pronounce them and have the children spell them and write them on the board.
Review the words of the week in the same day.

WEEK IV

THIRD DAY

Put a ring around was each time you see it.

was	want	want	was
saw	was	wish	was
was	saw	was	saw
went	see	were	want

Put a ring around if each time you see it.

if	if	of	if
of	it	is	if
if	is	if	in
is	if	it	is

Write your new words here.

if	was	if	was
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WEEK IV

THIRD DAY

Put a ring around was each time you see it.

was	want	was	was
was	wish	was	was
was	was	was	was
want	were	see	want

Put a ring around if each time you see it.

if	of	if	if
if	is	is	of
in	if	is	if
is	if	if	is

Write your new words here.

was	if	was	if
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WORD ANALYSIS

LESSON XX

Words on the board.

racks	ran	rain	rag
read	red	right	rake
round	ride	rug	race

Say these r words after me.

Does anyone's name begin with r?

Look at the chart and say the names of the things that begin with r with me. Look at home for pictures of things that begin with r.

Can you finish these sentences. The words begin with r.

1. After a shower we see a (rainbow).
2. We listen to our favorite program on the (radio).
3. A cowboy lives on a (ranch).
4. If we want to keep our food cold we put it in the (refrigerator).
5. Someone is at the door. I heard a (rap).
6. Can you guess this (riddle)?
7. On a rainy day we wear (rubbers).
8. There was a leak in the (roof).

WORD ANALYSIS

LESSON XX

Words on the board.

rack	rain	ran	rack
take	right	red	read
race	ring	ride	round

Say these r words after me.

Does anyone's name begin with r?

Look at the chart and say the names of the things that

begin with r with me. Look at home for pictures of things

that begin with r.

Can you finish these sentences. The words begin with r.

1. After a shower we see a (rainbow).

2. We listen to our favorite program on the (radio).

3. A cowboy lives on a (ranch).

4. If we want to keep our food cold we put it in the

(refrigerator).

5. Someone is at the door. I heard a (rap).

6. Can you guess this (riddle)?

7. On a rainy day we wear (rubbers).

8. There was a leak in the (roof).

WEEK IV

REVIEW

Your new words. on your paper from 1 to 10. Listen as I

that the words get write just your letter the but the word he was

had on your on yours all if

Write the missing letters in the words.

th_t ha_ _as _ll doing g_t

yo__ y__rs b_t _n noise _f

1. Write the word that rhymes with let.

2. Write the word that rhymes with ball.

3. Write the word that rhymes with at.

4. Write the 2 words that begin with y_.

5. Write the word that begins with g.

6. Write the word that begins with h

7. Write the word that begins with b.

WORD ANALYSIS

REVIEW

Number the lines on your paper from 1 to 20. Listen as I say the words and write just the letter that the word begins with on your paper.

ready	whistle
barrel	cattle
more	doing
bushel	noise
gang	tears
hungry	sunny
much	woman
yesterday	shout
thus	which
whisper	thee

WORD ANALYSIS

REVIEW

Number the lines on your paper from 1 to 20. Listen as I say the words and write just the letter that the word begins with on your paper.

ready	whistle
barrel	cattle
more	doing
hushel	noise
gang	tears
hungry	sunny
much	woman
yesterday	about
stus	which
whisper	thee

PROGRAM - WEEK V

SPELLING

LESSON XXI WORD ANALYSIS

FIRST DAY

LESSON XXI

for

f

would

well

with

SECOND DAY

LESSON XXII

from

fr

time

letter

one

THIRD DAY

LESSON XXIII

been

l

our

FOURTH DAY

LESSON XXIV

Pre-test

p

Individual Help

FIFTH DAY

LESSON XXV

Final test of

t (review)

week's words

Check for auditory
discrimination

PROGRAM - WEEK V

WORD ANALYSIS

SPELLING

LESSON XXI

FIRST DAY

1

for

would

well

with

LESSON XXII

SECOND DAY

11

from

size

letter

one

LESSON XXIII

THIRD DAY

1

been

out

LESSON XXIV

FOURTH DAY

9

pre-test

Individual Help

LESSON XXV

FIFTH DAY

2 (review)

Final test of

Check for auditory

week's words

discrimination

WORD ANALYSIS

LESSON XXI

Words on the board. *Copy with these words.*

fun	for	fat	finish
fish	fancy	four	fire
fit	five	feet	face

Say these f words after me.

Look at the chart and say the names of the things that begin with f. Look at home for things that begin with f. We will put them on the chart.

Can you finish these sentences? The words begin with f.

1. The children went to visit on the (farm).
2. Dick and Nancy ran to meet (Father).
3. I like stories about elves and (fairies).
4. We come back to school in the (fall).
5. They were cutting hay out in the (field).
6. Uncle Peter was a jolly (fellow).
7. Can you count to (fifteen)?
8. In the fall the boys like to play (football).

WORD ANALYSIS

LESSON XXI

Words on the board.

fun	for	fat	finish
fish	fancy	four	five
fit	five	feet	face

Say these 7 words after me.

Look at the chart and say the names of the things that begin with f. Look at home for things that begin with f. We will put them on the chart.

Can you finish these sentences? The words begin with f.

1. The children went to visit on the (farm).
2. Dick and Nancy ran to meet (Father).
3. I like stories about elves and (fairies).
4. We come back to school in the (fall).
5. They were cutting hay out in the (field).
6. Uncle Peter was a jolly (fellow).
7. Can you count to (fifteen)?
8. In the fall the boys like to play (football).

WORD ANALYSIS

LESSON XXI

Write f words that rhyme with these words.

1. sat - ____.

2. sit - ____.

3. sun - ____.

4. mine - ____.

5. man - ____.

Draw 2 things that begin with f.

WORD ANALYSIS

LESSON XXI

Write 1 words that rhyme with these words.

1. sea - _____.

2. sit - _____.

3. sun - _____.

4. mine - _____.

5. man - _____.

Draw 2 things that begin with 1.

WEEK V

FIRST DAY

Materials: Flash cards of the new words: for, would, well, with.

Procedure: Show the card with for on it. Have the children tell you the word. You write it on the board.

Do the same for the other words.

Can you tell me the 2 words that begin with w?

Have the children spell them and write them on the board.

Then explain that with ends with the th which they have had.

Also explain that there are two meanings for well. One meaning is "to be healthy" and the other is, "a hole deep down in the ground that we get water from." Have them use the word in sentences in both ways.

What letter does the other new word begin with? f. Have it spelled and written on the board.

Have the words spelled as they are erased from the board.

Flash cards and have the words spelled, and written on the board.

Pronounce the word and have them spell it and write it.

WEEK V

FIRST DAY

Your new words.

for

well

would

with

Write the word that rhymes with bell. _____

Write the word that rhymes with could. _____

Write the word that ends with th. _____

Write the word that begins with f. _____

Write your words here.

for

would

well

with

WORD ANALYSIS

LESSON XXII

Words on the board.

free

fresh

from

frost

fruit

frog

friend

freeze

front

Say these fr words after me.

Does anyone's name begin with fr?

Can you finish these sentences? The words begin with fr.

1. Every morning we should eat some (fruit).
2. You should always help a (friend).
3. When you look out on a fall morning you often see (frost).
4. The squirrel was very (frisky).
5. Some people like their potatoes (fired).

WORD ANALYSIS

LESSON XXII

Put a ring around all the fr words you see.

from	Frank	from
for	form	fort
first	from	freeze
fry	frisky	frost

Put a ring around all the fr words you see.

Frank is a frisky pony.

We do not tie him.

He likes to be free.

WEEK V

SECOND DAY

Materials: Flash cards of the new words: from, time,
letter, one.

Procedure: Flash the card with from on it. Have the children tell you the word. Then you write it on board.

Do the same for the other words.

They tell you the words as you erase them.

Which word begins with fr? Have the child spell it and write it on the board. Have many children spell it and write it.

Who can tell me the word that begins with l?
Have it spelled and written on the board.

Write the number 1 on the board. Who can spell the word that means 1? Have it written on the board and spelled many times.

Flash cards and have the words spelled and written on the board.

Have them do the same as the word is pronounced.

WEEK V

SECOND DAY

Your new words. from, time, letter, one.

Write them in these sentences.

1. We came to school _____ home.
2. I had a _____ from Nancy.
3. She had _____ letter from me.
4. She is having a good _____.

Write your new words here.

from time letter one

1. A place where we go swimming. lake

2. A drink we like in the summertime. lemonade

3. Something little girls wear around their necks. locket

4. The meal we eat at noon. lunch

5. A baby sheep. lamb

6. Something we use to see with in the dark. light

7. Something the girls have on their dresses. lace.

WEEK 7

SECOND DAY

Your new words. from, time, letter, one.

Write them in these sentences.

1. We came to school _____ home.

2. I had a _____ from Nancy.

3. She had _____ letter from me.

4. She is having a good _____.

Write your new words here.

from

time

letter

one

WORD ANALYSIS

LESSON XXIII

Words on the board.

live	long	let	lemon
like	look	little	library
laugh	letter	land	lady

Say these l words after me.

Does anyone's name begin with l?

Look at the chart. Say the names of the things that begin with l. Look at home for other pictures of things that begin with l. We will put them on the chart.

Can you answer these riddles? The words begin with l.

1. A place where we go swimming. lake
2. A drink we like in the summertime. lemonade
3. Something little girls wear around their necks. locket
4. The meal we eat at noon. lunch
5. A baby sheep. lamb
6. Something we use to see with in the dark. light
7. Something the girls have on their dresses. lace.

WORD ANALYSIS

LESSON XVII

Words on the board.

live	long	let	lemon
like	look	little	library
laugh	letter	land	lady

Say these words after me.

Does anyone's name begin with l?

Look at the chart. Say the names of the things that begin

with l. Look at home for other pictures of things that begin

with l. We will put them on the chart.

Can you answer these riddles? The words begin with l.

1. A place where we go swimming. lake

2. A drink we like in the summertime. lemonade

3. Something little girls wear around their necks. locket

4. The meal we eat at noon. lunch

5. A baby sheep. lamb

6. Something we use to see with in the dark. light

7. Something the girls have on their dresses. lace.

WORD ANALYSIS

LESSON XXIII

Put a ring around each pair of letters that are alike.

l-h l-l l-m h-l

l-b l-h m-l l-l

l-l h-l l-l l-n

l-m l-l l-h l-p

Draw 4 pictures of things that begin with l.

Our other new word is our. Who can spell it and write it on the board? It means belonging to us. Write these sentences on the board: This is our room. This is our school.

Erase the work from the board. Then use the flash cards and have the children spell the words and write them on the board.

Pronounce the words and have them do the same thing.

Review the words of the week the same way.

WORD ANALYSIS

LESSON XXIII

Put a ring around each pair of letters that are alike.

h-i	i-m	i-l	i-h
i-l	m-l	i-h	i-p
i-n	i-l	h-l	i-l
i-p	i-h	i-l	i-m

Draw a picture of things that begin with i.

WEEK V

THIRD DAY

Materials: Flash cards of the new words: been, our.

Procedure: Flash cards and have them tell you the new words.

Write the words on the board.

Have them tell you the words as they are erased.

Which word begins with b? Have some child spell it, and write it on the board. Have many children spell and write it on the board.

Our other new word is our. Who can spell it and write it on the board? It means belonging to us. "Write these sentences on the board: This is our room. This is our school.

Erase the work from the board. Then use the flash cards and have the children spell the words and write them on the board.

Pronounce the words and have them do the same thing.

Review the words of the week the same way.

WEEK V

THIRD DAY

Materials: Flash cards of the new words: been, our.

Procedure: Flash cards and have them tell you the new words.

Write the words on the board.

Have them tell you the words as they are erased.

Which word begins with h? Have some child spell

it, and write it on the board. Have many children spell

and write it on the board.

Our other new word is our. Who can spell it and

write it on the board? It means belonging to us. Write

these sentences on the board: This is our room. This is

our school.

Erase the work from the board. Then use the

Flash cards and have the children spell the words and write

them on the board.

Pronounce the words and have them do the same thing.

Review the words of the week the same way.

WEEK V

THIRD DAY

Your spelling words.

been

our

Write the words in these sentences.

1. We have _____ away.

2. We went to _____ farm.

3. We saw all of _____ animals.

4. We had a ride on _____ pony.

5. Have you _____ to a farm?

6. Have you seen _____ house?

Write your words here.

been

our

WEEK V

THIRD DAY

Your spelling words.

our

been

Write the words in these sentences.

1. We have _____ away.

2. We went to _____ farm.

3. We saw all of _____ animals.

4. We had a ride on _____ pony.

5. Have you _____ to a fair?

6. Have you seen _____ houses?

Write your words here.

our

been

WORD ANALYSIS

LESSON XXIV

Words on the board.

park	pay	penny
people	peep	peach
peanut	party	patch

Say these p words after me.

Look at the chart. Say the names of the things that begin with p. Look at home for pictures of things that begin with p. We will put them on the chart.

Can you finish these sentences. The words begin with p.

1. All boys and girls like sandwiches made of (peanut butter).
2. We write our words on (paper).
3. When you are in the higher grades, you write with a (pen).
4. Everyone likes apple (pie).
5. We sleep with our heads on a (pillow).
6. Some people know how to play the (piano).
7. Boys and girls like to ride on a (pony).
8. At Hallowe'en we make a jack-o-lantern out of a (pumpkin).

WORD ANALYSIS

LESSON XXIV

Words on the board.

park	pay	penny
people	peep	peach
peanut	party	patch

Say these 9 words after me.

Look at the chart. Say the names of the things that begin

with p. Look at home for pictures of things that begin

with p. We will put them on the chart.

Can you finish these sentences. The words begin with p.

1. All boys and girls like sandwiches made of (peanut butter).

2. We write our words on (paper).

3. When you are in the higher grades, you write with a (pen).

4. Everyone likes apple (pie).

5. We sleep with our heads on a (pillow).

6. Some people know how to play the (piano).

7. Boys and girls like to ride on a (pony).

8. At Halloween we make a jack-o-lantern out of a

(pumpkin).

WORD ANALYSIS

LESSON XXIV

Listen while I say these words.

Draw a picture of a word that begins with p to finish these sentences.

Can you tell me what letter these words begin with?

1. Billy went for a ride on a

Can you tell me other words that begin with p?

Write the words on the board as they give them.

2. We write with a

3. We can buy candy for a

4. I would like to eat a

5. The squirrel has some

WORD ANALYSIS

LESSON XLIV

Draw a picture of a word that begins with p to finish these sentences.

1. Billy went for a ride on a

2. We wrote with a

3. We can buy candy for a

4. I would like to eat a

5. The squirrel has some

WORD ANALYSIS

LESSON XXV

Listen while I say these words.

two	tea	town	toy
tame	tiger	time	take

Can you tell me what letter these words begin with?

Can you tell me other words that begin with t?

Write the words on the board as they give them.

Pan

Pan was a tiny tot.

She wanted to go.

Mother said, "Pan is too tiny."

WORD ANALYSIS

LESSON XIV

Listen while I say these words.

two

tea

town

toy

same

tiger

time

take

Can you tell me what letter these words begin with?

Can you tell me other words that begin with t?

Write the words on the board as they give them.

WORD ANALYSIS

LESSON XXV

Draw 2 things you see at the circus that begin with t.

for with from letter
would well time our

Write the 3 words that begin with t.

Find the t words in this story.

Pam

Write the word that begins with t.

Pam was a tiny tot.

She wanted to go.

Mother said, "Pam is too tiny."

Write the word that begins with t.

Write the word that begins with t.

Write the word that is left.

WORD ANALYSIS

LESSON XXV

Draw 2 chains you see at the circus that begin with f.

Find the f words in this story.

Fam

Fam was a very fat.

she wanted to go.

Herbert said, "Fam is too fat."

SPELLING

REVIEW

Your spelling words.

for	with	from	letter
would	well	time	our

Write the 3 words that begin with w.

Write the word that begins with fr.

Write the word that begins with t.

Write the word that begins with l.

Write the word that begins with f

Write the word that is left.

SPELLING

REVIEW

Your spelling words.

latter

from

with

for

our

time

well

would

Write the 3 words that begin with w.

Write the word that begins with f.

Write the word that begins with r.

Write the word that begins with i.

Write the word that begins with t.

Write the word that is left.

WORD ANALYSIS

REVIEW

Number the lines from 1 to 20. Listen as I say the word and put just the letter the word begins with on your paper.

barnyard	dentist
vacation	yesterday
cold	magic
shirt	whistle
thou	thirty
hundred	naughty
fourth	pond
radio	frown
which	shout
yarn	visit

WORD ANALYSIS

REVIEW

Number the lines from 1 to 20. Listen as I say the word

and put just the letter the word begins with on your

paper.

dentist

baryard

yesterday

vacation

magic

cold

whistle

shirt

chilly

then

naughty

hundred

pond

fourth

brown

radio

shout

which

visit

year

PROGRAM - WEEK VI

SPELLING

WORD ANALYSIS

FIRST DAY

LESSON XXVI

or

m (review)

any

will

make

SECOND DAY

LESSON XXVII

new

n (review)

no

come

long

THIRD DAY

LESSON XXVIII

her

h (review)

an

FOURTH DAY

LESSON XXIX

Pre-test

c (review)

Individual Help

FIFTH DAY

LESSON XXX

Final test of

Check for

week's words

auditory

discrimination

PROGRAM - WEEK VI

WORD ANALYSIS

SPELLING

LESSON XXVI

FIRST DAY

m (review)

or

spy

will

make

LESSON XXVII

SECOND DAY

n (review)

new

no

come

long

LESSON XXVIII

THIRD DAY

h (review)

bet

an

LESSON XXIX

FOURTH DAY

c (review)

Pre-test

Individual Help

LESSON XXX

FIFTH DAY

Check for

Final test of

auditory

Week's words

discrimination

WORD ANALYSIS

LESSON XXVI

Repeat these words.

meat	market	mine	me
move	many	make	mellon
most	much	man	mellow

Can you tell me what letter these words begin with?

Can you tell me other words that begin with the same letter?

As they give the words write them on the board.

Can you come up to the board and write some spelling words that begin with m?

Draw a picture of 2 things that begin with m.

WORD ANALYSIS

LESSON XXVI

Repeat these words.

me	mine	market	meat
wellon	rose	many	move
mellow	man	much	most

Can you tell me what letter these words begin with?

Can you tell me other words that begin with the same letter?

As they give the words write them on the board.

Can you come up to the board and write some spelling words

that begin with m?

WORD ANALYSIS

LESSON XXVI

Put these words under the letter they begin with. m, will,

may make, ran some

no nature: Flash the card with n the words and have them

see the words. Then you saw them on the board. meet

make Have them to nine the words as you are rake

Which word begins with m? Spell it and write

m on the board. n s r

Which word begins with n? Spell it and write it
on the board.

Flash card with any on it. Have them spell it
and write it on the board. Explain that any sometimes means

Draw a picture of 2 things that begin with m. "ma". Write

these sentences on the board. Hand me my book. I

haven't any paper. Then explain the differences in meaning.

Flash the card with or on it. Have them spell
it and write it on the board.

Erase the work from the board. Then use Flash
cards and have them spell and write.

Pronounce the words and have them spell them and
write them on the board.

WORD ANALYSIS

LESSON XXVI

Put these words under the letter they begin with.

may	tan	some
no	can	none
see	saw	meet
make	cine	take
<u>m</u>	<u>n</u>	<u>s</u>
		<u>t</u>

Draw a picture of 2 things that begin with m.

WEEK VI

FIRST DAY

Materials: Flash cards of the new words: of, any, will, make.

Procedure: Flash the cards of the words and have them tell you the words. Then you write them on the board.

Have them tell you the words as you erase them.

Which word begins with w? Spell it and write it on the board.

Which word begins with m? Spell it and write it on the board.

Flash card with any on it. Have them spell it and write it on the board. Explain that any sometimes means "none" and sometimes it means "no particular one". Write these sentences on the board. Hand me any book. I haven't any paper. Then explain the differences in meaning.

Flash the card with or on it. Have them spell it and write it on the board.

Erase the work from the board. Then use flash cards and have them spell and write.

Pronounce the words and have them spell them and write them on the board.

WEEK VI

FIRST DAY

Materials: Flash cards of the new words: of, any, will, make.

Procedure: Flash the cards of the words and have them tell you the words. Then you write them on the board. Have them tell you the words as you erase them. Which word begins with w? Spell it and write

it on the board.

Which word begins with m? Spell it and write it

on the board.

Flash card with any on it. Have them spell it

and write it on the board. Explain that any sometimes means "none" and sometimes it means "no particular one". Write

these sentences on the board. Hand me any book. I

haven't any paper. Then explain the differences in meaning. Flash the card with or on it. Have them spell

it and write it on the board.

Prase the work from the board. Then use flash

cards and have them spell and write.

Pronounce the words and have them spell them and

write them on the board.

WEEK VI

FIRST DAY

Write your new words in these sentences.

or any will make

1. Mother will _____ a cake.

2. She _____ let us go.

3. Do this _____ that.

4. I haven't _____ chair.

Write your spelling words here.

or any will make

WEEK VI

FIRST DAY

Write your new words in these sentences.

or any will make

1. Mother will _____ a cake.

2. She _____ let us go.

3. Do this _____ that.

4. I haven't _____ chair.

Write your spelling words here.

or any will make

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WORD ANALYSIS

LESSON XXVII

Repeat these words.

not	nice	noisy	naughty
never	narrow	Nancy	nine

Ask the children to tell you what letter these words begin with.

Ask them to tell you other words that begin with the same letters.

Ask them to write on the board a spelling word that begin with n.

7. next - _____

8. right - _____

WORD ANALYSIS

LESSON XVII

Repeat these words.

naughty	noisy	nice	not
nine	Nancy	netter	never

Ask the children to tell you what letter these words

begin with.

Ask them to tell you other words that begin with the same

letters.

Ask them to write on the board a spelling word that

begin with n.

WORD ANALYSIS

LESSON XXVII

Write a word that rhymes with these words. Each must ~~also~~,
begin with n.

Procedure: Flash cards and have them tell you the words.

1. mine - _____

2. go - _____

3. get - _____

4. got - _____

5. came - _____

6. ice - _____

7. heat - _____

8 right - _____

What word begins with l? Spell it and write it
on the board.

Erase the words from the board.

Have them spell and write the words from flash
cards then from your pronouncing them.

WORD ANALYSIS

LESSON XXVII

Write a word that rhymes with these words. Each must

begin with n.

1. mine - _____

2. no - _____

3. net - _____

4. not - _____

5. name - _____

6. ice - _____

7. nest - _____

8. right - _____

WEEK VI

SECOND DAY

Materials: Flash cards of the new words: new, no, come, long.

Procedure: Flash cards and have them tell you the words. Then you write them on the board.

Have them tell you the words as you erase them from the board.

Ask them to tell you the words that begin with n. Have them spelled and written on the board. Have them give you some words that rhyme with no.

What word begins with c? Spell it and write it on the board.

What word begins with l? Spell it and write it on the board.

Erase the words from the board.

Have them spell and write the words from flash cards then from your pronouncing them.

LESSON VI

SECOND DAY

Materials: Flash cards of the new words: new, no, come,

long.

Procedure: Flash cards and have them tell you the words.

Then you write them on the board.

Have them tell you the words as you erase

them from the board.

Ask them to tell you the words that begin

with n. Have them spelled and written on the board. Have

them give you some words that rhyme with no.

What word begins with o? Spell it and write it on

the board.

What word begins with i? Spell it and write it

on the board.

Erase the words from the board.

Have them spell and write the words from flash

cards then from your pronouncing them.

WEEK VI

SECOND DAY

Write your spelling words in the sentences. They are after the sentences.

1. I have a _____ hat. new
2. I have _____ book. no
3. Can you _____ with us? come
4. Mother wrote a _____ letter. long
5. Nancy has _____ cart. no
6. She can _____ and ride with me. come
7. Pam has a _____ doll. new
8. The string is very _____ long.

WALL VI

SECOND DAY

Write your spelling words in the sentences. They are after

the sentences.

1. I have a _____ hat. new
2. I have _____ book. no
3. Can you _____ with us? come
4. Mother wrote a _____ letter. long
5. Nancy has _____ car. no
6. She can _____ and ride with me. come
7. Pam has a _____ doll. new
8. The string is very _____ long.

WORD ANALYSIS

LESSON XXVIII

Repeat these words

house	horse	home	handkerchief
honey	help	hang	hem
heat	hand	hold	hurt

Ask the children to tell you the letter these words begin with.

Ask the children to tell you other words that begin with the small h.

Call on them to write on the board some of their spelling words that begin with h.

WORD ANALYSIS

LESSON XXVIII

Repeat these words

house	horse	home	handkerchief
honey	help	hang	hem
heat	hand	hold	hurt

Ask the children to tell you the letter these words

begin with.

Ask the children to tell you other words that begin with

the small h.

Call on them to write on the board some of their spelling

words that begin with h.

WORD ANALYSIS

LESSON XXVIII

Put a ring around all the words that begin with h in these sentences.

1. Helen is hurt.
2. We will help her.
3. She dropped her handkerchief.
4. We will help her to find it.
5. We must hurry home.

Draw 2 things that begin with h.

WORD ANALYSIS

LESSON XXVIII

Put a ring around all the words that begin with h in these sentences.

1. Helen is hurt.

2. We will help her.

3. She dropped her handkerchief.

4. We will help her to find it.

5. We must hurry home.

Draw 2 things that begin with h.

WEEK VI

THIRD DAY

Materials: Flash cards of the new words: her, an.

Procedure: Flash cards of words and have them tell you the words. Then write them on the board yourself.

Have them tell you the word as you erase it from the board.

What new word begins with h? Spell it and write it on the board.

What is our other new word? Spell it and write it on the board.

Have them spell the word as you erase it.

Use flash cards then pronounce the words for them to spell the word and write it on the board.

Review the week's words in the same way.

WEEK VI

THIRD DAY

Materials: Flash cards of the new words: her, an.
Procedures: Flash cards of words and have them tell you
the words. Then write them on the board yourself.
Have them tell you the word as you erase it
from the board.
What new word begins with h? Spell it and
write it on the board.
What is our other new word? Spell it and
write it on the board.
Have them spell the word as you erase it.
Use flash cards then pronounce the words for
them to spell the word and write it on the board.
Review the week's words in the same way.

WEEK VI

THIRD DAY

Put a ring around an in these words.

man	pan	and
can	Dan	band
ran	tan	stand

Put a ring around her each time you see it.

him	help	her
his	her	her
her	hurt	here
hat	hem	hint

Write your words here.

her

an

WEEK VI

THIRD DAY

Put a tick around an in these words.

can	can	can
can	can	can
can	can	can

Put a tick around her each time you see it.

him	help	her
his	her	her
her	her	here
her	hem	him

Write your words here.

her	an
_____	_____
_____	_____
_____	_____

WORD ANALYSIS

LESSON XIX

Repeat these words.

can	care	camel	call
could	coming	corn	castle
cold	come	carrot	canary

Ask the children to tell you what letter these words begin with.

Ask them to tell you other words that begin with the same letter.

Can you tell me the spelling word that began with c.

Write it on the board for me.

WORD ANALYSIS

LESSON XIX

Repeat these words.

can	care	camel	call
could	coming	corn	castle
cold	come	carry	carry

Ask the children to tell you what letter these words begin

with.

Ask them to tell you other words that begin with the same

letter.

Can you tell me the spelling word that began with c.

Write it on the board for me.

WORD ANALYSIS

LESSON XIX

Put a ring around the words that begin with c.

ache	coat	would
ate	oat	could
cake	coke	cold
came	candy	can

Draw 4 things that begin with c. Color them.

WORD ANALYSIS

LESSON XIX

Put a ring around the words that begin with c.

would	cost	ache
could	act	ate
cold	cake	cake
can	candy	came

Draw a line around the words that begin with c. Color them.

SPELLING

REVIEW

Your spelling words.

or will no come her
any make new long an

1. Write 2 words that begin with n.

2. Write 1 word that begins with m.

3. Write one word that begins with h.

4. Write the word that rhymes with man.

5. Write the word that rhymes with for.

6. Write the word that begins with w.

7. Write the word that begins with c.

SPELLING

REVIEW

Your spelling words.

er	will	no	come	her
any	make	new	long	an

1. Write 2 words that begin with a.

2. Write 1 word that begins with e.

3. Write one word that begins with i.

4. Write the word that rhymes with man.

5. Write the word that rhymes with for.

6. Write the word that begins with n.

7. Write the word that begins with o.

WORD ANALYSIS

REVIEW

Number the lines on your paper from 1 to 20. Listen as I say the word. Put just the letter or letters on your paper that the words begin with.

giraffe

lion

monkey

camel

tent

soda

seals

balloons

free

funny

show

parade

think

when

frisky

horses

girls

dance

years

should

WORD ANALYSIS

REVIEW

Number the lines on your paper from 1 to 20. Listen as I say the word. Put just the letter or letters on your paper that the words begin with.

lion	giraffe
camel	monkey
soda	tent
balloons	seals
funny	tree
parade	show
when	think
horses	fishy
dance	girls
should	years

FINAL TEST

a
at
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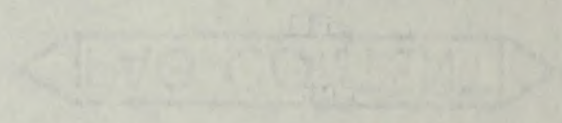
1904

1

2

3

W. B. & C. O.



EFFICIENCY BOND

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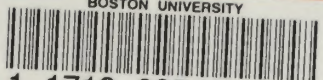
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